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(The Official Journal of The South India Teachers' Union)

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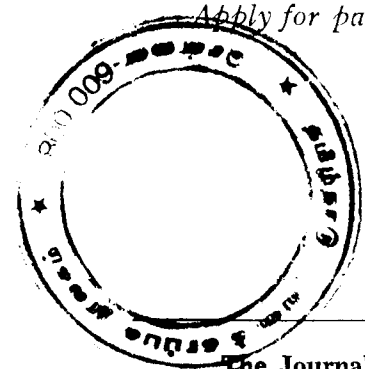
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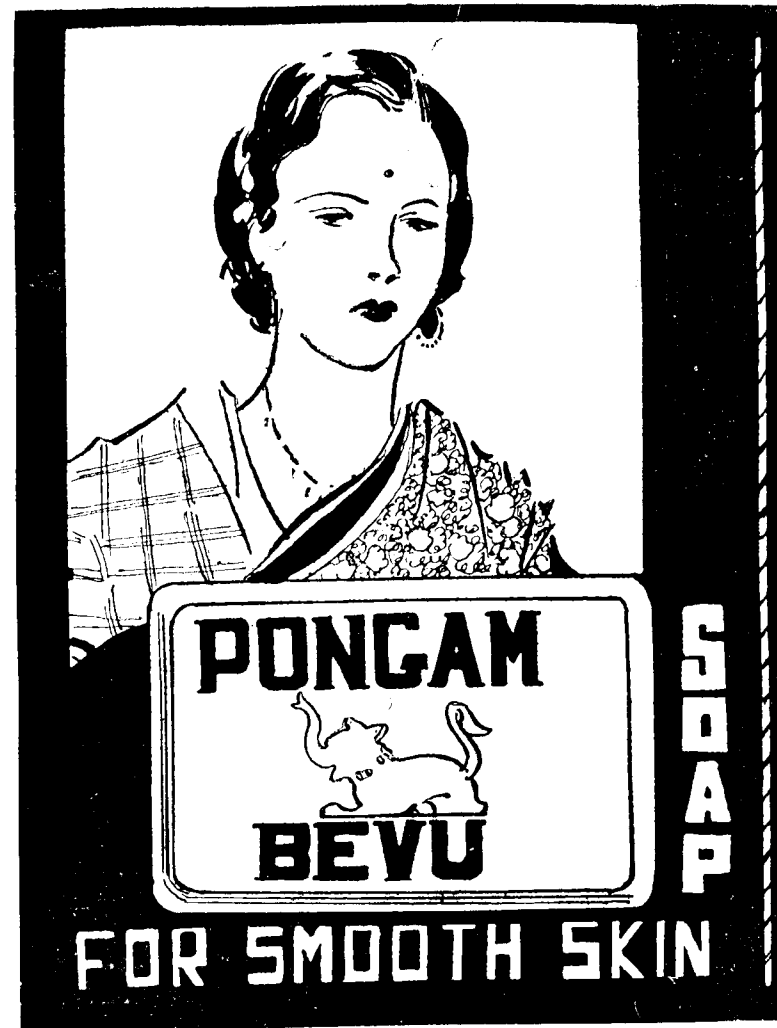
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## CONTENTS

|                                                             | PAGE   |
|-------------------------------------------------------------|--------|
| THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE—<br>TANJORE    | .. 165 |
| THE VENUE OF THE 28TH PROVINCIAL EDUCATION CON-<br>FERENCE  | .. 168 |
| REORGANISATION OF SECONDARY EDUCATION by N. S.<br>Subba Rao | .. 171 |
| ELEMENTARY EDUCATION                                        | .. 175 |
| WE WANT GOOD SCHOOLS, DO YOU ?                              | .. 183 |
| HIGHER EDUCATION IN INDIA                                   | .. 185 |
| TWO QUESTIONNAIRES ON THE TEACHING OF ENGLISH               | 189    |
| FROM OUR ASSOCIATIONS                                       | .. 192 |
| TEACHERS' BOOK-SHELF                                        | .. 205 |
| EDITORIAL                                                   | .. 212 |

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## THE SOUTH INDIAN TEACHER

Vol. X

April, 1937

No. 4

### THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE MAY, 1937.

Bulletin No. IV.

The following General Programme is circulated to the affiliated associations for information.

#### GENERAL PROGRAMME

30th April.

8 A. M. Refresher course for the Elementary School Teachers. Mr. V. K. Raman Mañon, M.A., Bar-at-Law, the District Educational Officer, will open the course.

5th May.

4 P. M. Closing session of the Refresher course.

8—30 P. M. Meeting of the Working Committee of the S.I.T.U.

6th May.

7—30 A. M. Reception to the President-elect (Sjt. C. Rajagopalachariar.)

8 A. M. Opening of the Conference.—Address of the Chairman of the Reception Committee. President's opening address.

10 A. M. Opening of the Exhibition.

11 A. M. Dinner.

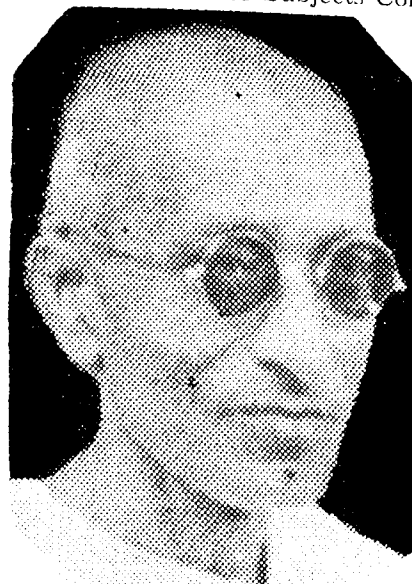
2 to 3 P. M. *Geographical Conference.*  
Opening Session.

3 to 4 P. M. *Physical Education Conference.*  
Opening session.

4 P. M. Lunch.

## THE SOUTH INDIAN TEACHER

- 4—30 P. M. *Pandits' Conference,*  
Opening session.
- 5 P. M. Demonstration of Physical activities.
- 6 P. M. Public Lectures, Educational Reconstruction.  
By Mr. N. Kuppaswami Iyengar, M.A., L.T.,  
'Secondary Education,' By Rev. Father  
Jerome De Suiza, Principal, St. Joseph's  
College.
- 7—30 P. M. Dinner.
- 8—30 P. M. Kalari Pyat Demonstration.
- 9 P. M. Conference Subjects Committee Meeting.



Sjt. C. Rajagopalachariar,  
President-elect of the Conference.

7th May.

- 8 to 11 A. M. Opening Session of the Conference.  
Papers (1) The role of Agricultural Education in  
India's Prosperity—Mr. M. Venkata-  
chalam, Bsc. Ag., Kovilpatti.  
(2) Partnership in Education—Masters'  
Association, Hindu Theological High  
School.  
(3) 'The Place of Religion in Educational  
Reconstruction' by Mr. T. A. Rama-  
chandra Ayyar, B.A., L.T., Head-  
master, Board High School, Ayyam-  
pet.  
Secondary Education—Discussion and Resolutions.

## XXVIII PROVINCIAL EDUCATIONAL CONFERENCE 167

- 11—15 A. M. Dinner.
- 2 P. M. Annual meeting of the S.I.T.U. Protection  
Fund and Sectional Conferences (Geogra-  
phy and Pandits).
- 4—30 P. M. S.I.T.U. meeting and Sectional Conference.  
(Physical Education).
- 6 P. M. Public Lecture—'Teachers and Rural Recon-  
struction' R. Suryanarayana Rao, Servants  
of India Society.  
'Science in Schools.' S. Ramachandra Rao,  
M.A., Professor, Annamalai University.
- 7—30 P. M. Dinner.
- 8—30 P. M. Physical Education. (Subjects Committee  
meeting.)
- 9—30 P. M. Dramatic Entertainment.
- 8th May.
- 8 A. M. Open Session—Elementary Education.  
Paper by Rev. Koult.  
'Industrial Education' by Dr. A.J. Pandian.  
Resolutions.
- 11 A. M. Dinner.
- 1 to 3—30 P. M. Sectional Conferences (Concluding sessions)
- 4 P. M. Concluding Session of the Conference.

Tanjore,  
22—4—1937.

K. M. SUNDARAM,  
N. KALYANARAMA IYER,  
*Joint Secretaries.*

139105

## THE VENUE OF THE 28TH PROVINCIAL EDUCATIONAL CONFERENCE.

(Contributed)

Tanjore, the royal city of the Cholas, the Nayaks, and the Mahrattas and now the district Headquarters, is the eighth largest in the Presidency, and is set amidst the vast deltaic tract of the Cauvery. As the seat of a succession of ancient Hindu dynasties, and in all ages, one of the chief political, literary, and religious centres of the South, Tanjore is full of interesting associations.

Tanjore, constituted a Municipality in 1866 has a population of 66,852 according to 1931 census figures. It is a Railway junction for the Nega-patam branch of the South Indian Railway opened in 1861. The station has a convenient set of retiring rooms, and close by is the Municipal Dak Bangalow, and the Raja's Chatram maintained by the District Board. There is also another rest house called the Tenkondar Chatram, adjacent to the Railway station. There are also the Sreyasi and Vennar Chatrams farther off in the north. The city possesses a fairly cool and equable climate, and is situated south of the Vadavar river, and a mile further flows the Vennar, a branch of the Cauvery. The new Mettur Canal passes through the city washing the walls of the Sivaganga fort on the west. The greatest length of the city south and north is about 4½ miles and the greatest breadth east to west is about 3 miles.

Tanjore comprises primarily two main divisions, the small fort of Sevappa, and the larger fort of Vijayaraghava, and the three suburbs, Maharnombuchavadi in the south east, Karantattangudi and Palli-agraharam in the north, and the modern town extensions of Ganapathinagar and New Town in the South. The former contains the Great Temple of Rajaraja, the Sivaganga Tank, and the Schwartz Church which are all in a good state of preservation. The old walls and the moat are still a fine sight. The large fort covering nearly an area of 530 acres contains the Palace of the old Rajas. Within and without the fort, large and substantial houses abound and the four main streets of the city are fine and broad. On the eastern rampart of the fort is a monster cannon called *Rajagopala* twenty four feet and odd in length.

The Palace, a curious but majestic structure is an attractive sight with its two Durbar Halls, the Raja Sarfoji Saraswathi Mahal Library, a 'private' palace temple of Sri Chandramaulisvara (the family Deity of the Mahratta Rajas), the Gudagopuram once the armoury of the native kings, the Madamaligai, and the Sangeeta Mahal.

The Schwartz Church, "a striking and gratifying memorial of Christian excellence and Hindu gratitude and affection," is a gift of Raja Sarfoji in token of his affection and esteem for Rev. Schwartz and constructed by him in 1779. Its interior contains a marble tablet by Flaxman representing in basso-relievo the death bed of Schwartz and Raja Sarfoji at his side grasping the hand receiving the blessings of his dying friend. Another Protestant Church, the St. Peters Church, is situated in Maharnombuchavadi. The city is also a powerful seat of the Roman Catholic mission which dates from the first half of the 17th Century.

Tanjore contains within it 74 temples founded at different periods by a glorious line of rulers from the ancient Cholas to the last Mahrattas. An abundance of culture and wealth created these institutions which have enabled them to survive all these centuries and would sustain them for all time to come. The Big Temple (Rajarajesvaram) considered to be by far the greatest temple in India has all along been attracting floods of visitors and impressing them with its majesty and beauty. The temple is entered by an imposing gateway on the east. A court of 500 feet long and 250 feet broad is well paved with brick and stone and is surrounded on all sides by a cloister. The Sivalingam of Sri Brihadeesvara is probably the grandest in existence and the tower over this shrine is named Dakshinameru after the abode of Lord Siva at Kailas, the Uttarameru.

"The shrine of Sri Subrahmanya has been pronounced to be "as exquisite a piece of decorative architecture as is to be found in the South of India," and "a perfect gem of carved stone work, the tooling of the stone in the most exquisitely delicate and elaborate patterns remaining as clear and sharp as the day it left the sculptor's hands." The great Nandi within an elaborately worked Nayak Mandapa is massive and striking, carved out of a monolith weighing about 25 tons. Northwest of the temple and within the enclosure of the small fort is the Sivaganga tank, the Kshetra Tirtha.

The *Rajaraja Chola Museum* located in the Mandapa adjacent to the Sri Subrahmanya Temple in the temple quadrangle is a recent feature of high educational and archaeological interest. The museum containing exhibits of historical and religious interest and forming the nucleus of an interesting collection of art gems from the Tamil Country is worthy of a visit by all lovers of art and Tamilian culture.

The Chola Desa is certainly a hallowed ground wherein there is no village which does not contain an ancient shrine or ancient monument.

associated with certain recollections of religious or historical persons. Every village or town is worthy of a visit on this score. Mariamman Koil, Trivadi, Vallam, the suburbs of Tanjore, are places of abiding interest in relation to their religious, historical, and cultural importance. Among a number of places in the interior of the district involving a similar interest may be mentioned the following:—Swamimalai, Darasuram, Tirunageswaram, Uppiliappan Koil, Patteeswaram, Tiruvadamarudur, Tirupuvanam, Nachiar Koil, Tirukkadaiyur, Tranquebar, Tiruchankattangudi, Nagore, Karaikkal, Velanganni, Kaveripatnam, and Vaideeswaran Koil.

Besides evoking religious and cultural interest, centres of educational interest lie scattered all over the district. Tanjore, Kumbakonam, Mayavaram, Shiyali, Negapatam, Tiruvarur, Nannilam, Pattukottai, Mannargudi, and others have educational institutions run by either missionary bodies, private managements, or the District Board.

Karaikkal and Negapatam are the two sea ports in the district worthy of being visited.

## REORGANISATION OF SECONDARY EDUCATION.\*

BY

N. S. SUBBA RAO, M.A., BAR-AT-LAW,

*Director of Public Instruction, Mysore and Vice-Chancellor,  
Mysore University.*

Mr. N. S. Subba Rao said it was a great honour to occupy the presidential chair at the Annual Conference of the Teachers' Guild, and it was gratifying to meet in an institution associated with the honoured name of the great Head-Master, the Rt. Hon'ble Srinivasa Sastri. It was a matter of satisfaction that educational subjects were very much in the air, and educational topics seemed to be "news". At the same time there was reason to believe that this did not go with any large appreciation of the real importance of education in social economy. Educational topics were really distasteful to many and only elicited lip-respect from a few. The Educational organisation of the country was both the maid-of-all-work as well as the whipping-boy of the community, and like the doctrine of Karma was blamed for all the ills of society.

It was unfortunate that this should be so, when one realised how important a social weapon Education was. On it depended the transmission of the social heritage of culture and knowledge from generation to generation, and only by means of Education was the individual prepared for his role in society. Of course it was true that the effectiveness of education as a social tool depended on how well it was organised and what manner of men and women participated in the organisation.

It was a truism to say that educational politics and methods needed continuous revision and reconstruction, and had to respond to the social conditions of the time. At the present time what was needed was a system of Education directed not towards the maintenance of stability but towards the smooth operation of *changes at the least social cost*. It was no doubt true that some educational problems always remained with us, others only changed their appearance while some new ones made their appearance as the result of changes in the community. All this called for care and thought on the part of the educationist, and in our own country, the position was still more complicated by the impact of Western methods and western ideas in the field of Education as in other fields. The juxtaposition of the indigenous with the exotic made the task of the educationist difficult and complicated.

He would limit himself to the definitely professional problems, tempting although it was to consider educational problems with reference to the transition in religion, ethics, politics, and economics. Primary Education with the glaring contrast between the large expenditure and the poor results, Adult Education and the pressing need for mass-enlightenment, University Education with the pressing problems of parity of standards and of unemployment, all demanded the attention of educationists and administrators. Even though he did not deal with these pro-

\* Report of the Presidential Address delivered at the Conference of the Madras Teachers' Guild on 10th April 1937.

blems, but confined oneself to those of Secondary Education, it was still true to say that the solution of these latter problems would react beneficially on the group of problems mentioned just now. For, extension of Primary Education and a well-considered scheme of Adult Education both needed the services of a large number of those who had passed through High Schools, while the Universities required the reform and the co-operation of the high schools for a solution of their own problems.

There was a general feeling that Secondary Education was not what it should be either in respect of quantity or quality, and the large amount of wastage both in this stage of education as well as in the University was rightly attributed to mal-adjustment of the pupils to curricula and career. The curricula intended in earlier years for a limited class of pupils whose social and economic goal was also a limited one, had been in recent years, in our country and elsewhere, extended to the increasing numbers that crowded our high schools with disastrous results all round.

Secondary Education had been described as a course of Education appropriately designed to meet the needs of the Adolescent, and in fuller language it might be described as differentiated Education having not only the aim of providing general culture but also of directing the adolescent towards a suitable avenue of occupation or towards further studies suited to his aptitude, with the least amount of unnecessary strain upon his faculties. There was increasing recognition that this stage of Education had the distinctive social function of acting as a sorting-house of adolescent talent, i.e., as an educational and social water-shed.

The need for differentiation arose for two reasons, *educational and social*. Educationally, the aptitudes and temperaments of children differed, and whatever the aim of Education, that should be realised through different media for different children, and it was both wrong and wasteful to attempt to give the necessary training through the same subjects for all. Socially, it was necessary that the courses should be differentiated, because training for livelihood was a legitimate and an important objective of Education, and the occupational pattern of a community required that the rising generation should be correctly distributed between the different occupations available in the community. These two considerations had been ignored, and there was the single-track system of Secondary Education leading to the University, and as a result, the University complex had made its appearance not only in India but in various other countries. The Universities were generally complaining that their courses were overcrowded with pupils not at all fitted to receive the kind of Education available within their walls. The conclusion followed that Secondary Education needed to be thoroughly overhauled so as to eliminate these evils: the misfit of the individual, disregard of the occupational pattern in a community, and lowering of university standards, and as a result of all this, immense social wastage.

The lines on which Secondary Education should be organised in the light of the above considerations could be summed up in three imperatives: *Break the spell of the specialist; Break the spell of the language method; Break the spell of the foreign language*. It was no doubt true that one of the objectives of education at the Secondary stage as indeed at other stages, was to train the mind and give what was called a background of general culture to the pupil. As they were all painfully aware, the number of subjects acquaintance with which constituted general culture, and the degree of proficiency in each were all dictated by the fanatic known as a specialist, and the result was that the curriculum in the Secondary stage always tended to be overloaded. Even limiting our consideration to the

pupils who would look to the University for further studies, there was need for some differentiation, and this could be best realised by limiting the amount of Science and Mathematics in the case of those who would proceed to the Arts courses and by limiting the amount of Arts subjects in the case of those that would proceed to the Science and Mathematics Courses in the University. As it was, every one was given what the specialist considered the necessary minimum in each of these subjects, and the result was an intolerable burden on the unhappy pupil.

It was necessary to go beyond the small number of pupils whose educational future lay in the University or at any rate in the narrow group of studies that now constituted the staple of University Education in our country. Speaking at a recent meeting of the Association of Technical Institutions, Lord Kennet remarked that for "hundreds of years language was education and education was language, and those of us who are capable of being educated by languages and literature are comparatively few and the great majority thrive much better in education if there is in it a big practicable element". The pressing need of the hour was the provision of alternatives to what might be called the literary or the language courses in the shape of realistic courses of study in the Secondary stage and corresponding follow-on courses of study in the University or outside. Both the needs of the economic frame work of the society as well as the aptitudes of the individuals needed that pupils in our High Schools should be trained in a manner and in subjects entirely different from those that now prevailed. While all the pupils that come to our High Schools should no doubt have a common group of subjects like the languages, Sciences, Mathematics and History and Geography, those whose aptitude lay in what might be called bookish work should be given an additional group of Arts subjects or Science and Mathematics. By far the larger number should be given facilities to equip themselves for what might be called the middle rungs of the economic frame work. For this purpose their limited study of a common group of subjects of the present character would need to be supplemented by facilities for training in subjects like Agriculture, a specific industry, or some branch of commerce. Provision of facilities for training in these subjects only at this stage would be ineffective, unless there were corresponding follow-on courses, preferably within the University because of our University complex, or at least organised with University co-operation by competent bodies. The provision of post-secondary diploma courses was indispensable, if diversion from the bookish courses was to be effective and if the present courses in the University were to find only competent recruits. Parental ambition and the pupil's own satisfaction would both be realised if Universities recognised for admission purposes not only the present bookish courses but also realistic courses like those mentioned just now. Once a pupil was within the University and his self-respect was satisfied, University authorities could distribute the admitted pupils among the different courses, degree and diploma, literary and realistic, according to the fitness of each.

A very important and much needed reform was instruction of non-language subjects through the mother-tongue in the High School stage immediately, and ultimately in the higher stages. It was axiomatic that one learned best through the mother tongue, but in the artificial conditions that prevailed in our schools and colleges, it was to be expected that people would view with hesitation any proposal to limit the study of English to the English classes. There were no doubt difficulties to be faced, but they were not to be found either in the want of capacity of the vernaculars for use as the medium of instruction or in the lack of

ability of teachers to adopt the vernaculars for teaching purposes nor even in a lack of suitable text-books. The real difficulty came from the side of the English. English was, and would remain for some years to come, the official language of the country, and it also constituted an important and necessary link with the life and culture of the West. English would remain a necessary second language in the Educational organisation of our country; and the doubt that had to be dispelled was whether the change over from English to the Vernacular in the teaching of the optional subjects would lower the standard of English would even rise, because at present a sort of Grechan's law operated in bringing down the level of English all round to that in the optional subjects. Here the level was fairly low because no attention was usually paid to language in the class-room and no large deduction of marks was made in the examination because of bad English. Further as the students learned to express themselves freely in their mother tongue and as the burden of learning a subject was reduced because it could be learned through the mother tongue, the level of attainment of English would steadily rise.

## ELEMENTARY EDUCATION.

(REPORT OF THE TRICHINOPOLY DISTRICT TEACHERS' GUILD)

(Continued from page 134, S. I. T., Vol. 10, No. 3.)

### THE RECENT ATTEMPTS AT REFORM

Before 1935, the Government was trying to adopt a policy of consolidation and concentration, known as the "Champion Scheme". The scheme was assailed by many denominational institutions and the change contemplated was given up after considerable expense, in surveying and planning and propaganda. In December 1935, an Educational Sub-committee of the Provincial Economic Council was asked to suggest a suitable method for carrying out the Government's policy "to introduce within the shortest possible time compulsory education for all boys of school age in all villages and towns with a population of 5,000 and above," without resorting to or relying upon penal or co-service measures.

Mr. Champion in his note, wanted to secure literacy through bringing children to school, keeping them at school and avoiding stagnation of children at school. He wanted to secure these not by compulsion but by expanding educational facilities through discriminating qualitative expansion as against indiscriminate quantitative expansion. In August 1936, the draft report of the Education Sub-committee made its appearance. By this, the age of admission was recommended for boys as 5½ years and girls as 5 years. Stagnation was to be checked by bonuses to pupils of backward classes, subsidies to poor parents, by reduction of text-books, and by adjustment of hours of work, holidays, and vacations to suit local conditions. The school course was to be five years and double promotions were recommended. Grants were to be given only to complete schools, feeder schools and isolated schools and the grant formula was to take into account, pupils literates and minimum attendance. The syllabus was to be reorganised, class by class, and the course was to be revised with an examination at the end of it. Untrained teachers were to be eliminated and more women teachers were to be employed. Training schools were to be increased and made efficient. The methods to be employed were to be persuasive through parents and village munsiffs. However compulsion was recommended to be employed in areas having buildings, equipment and teachers. Free education in such areas was also recommended, aided institutions being compensated for the loss of fee income. Compulsion was to be enforced

in such areas for boys and girls. A modified form of compulsion was recommended after voluntary admission for boys of 6 to 8 years of age and girls of 5 to 7 years of age till they complete their fifth standard.

### THE NEW EDUCATIONAL POLICY

In December 1936, the head of the Government in the province made a public announcement on Elementary education policy. Amendments to the rules regarding the Grant-in-aid Code have been brought forward. Steps to increase the Inspectorate have been taken. The recognition of the need for improving the financial and service conditions of Elementary schoolmasters is being recognised. The amendments to rules regarding the award of grants relate to assessment of grants, increase and reduction of grants, payment of grants, definition of an efficient school, application for aid and untrained teachers. The rules provide for reduction of grant, and withdrawal of grant for violation of rules and increase of grants for efficient schools.

### DEFECTS OF THE NEW POLICY

The new policy makes much of the obstacles to the expansion of Elementary education. The goal defined, "of checking wastage and stagnation" aims lower than what the country has been asking for. The method of persuasion which it advocates has been tried with results not commensurate with the country's needs. The step proposed by way of increasing the rate of grant is not directly beneficial to the teacher but to the employer. The teacher in the aided school will continue to be no better than he is. He will help to earn grants but not benefit by it. His disabilities, it is said, will be remedied; but he wants a stabilisation of his service conditions giving fair wages and treatment and legal and administrative guarantees for him to labour honestly as an honoured member of the service. The rules proposed do not seem related to conditions as they are and cannot by mere enforcement create the conditions desired. Thus when the figures for the province point to only an enrolment of 25 pupils per teacher, the rules expect 35 pupils per teacher in average total attendance. The proposed rules for reduction and withdrawal and increase of grant are liable to abuse. Teachers may be made to cook figures and managers may adopt tricks to satisfy the conditions. Educational Councils constituted and functioning as they do cannot be expected to bring to bear only educational considerations. The administration of the grant-in-aid code is likely to suffer unless it contains a standard formula to be worked mathematically on the facts—not opinion—about schools as they are, as reported by the Inspectorate and the Educational Councils. The denial of grant to single

teacher and plural class schools is a retrograde step as it will curtail school services in the areas they serve. The assumption that all single teacher schools are uneconomical, ineffective and wasteful is not correct.

The definition of an efficient school must be based on work—on teaching and learning and its results. The amendments proposed are likely to defeat the very purposes for which they have been proposed by concentrating waste and stagnation in so-called efficient, strong and useful schools. They will help school with influence to bring about the elimination of similar schools by their side, with the aid of the rules and thus help the growth of vested educational interests in Elementary education, instead of national effort. A symposium of the amendments tabled by the various educational organisations and educational councils would conclusively prove that many of the amendments proposed by Government have come in for adverse criticism of varying degrees.

### THE S. I. T. U. AND ELEMENTARY EDUCATION

The views of organised teaching opinion as represented in the South India Teachers' Union regarding Elementary education are to be found in the resolutions passed at various Provincial Educational Conferences. In 1919, the Union protested against the triple jurisdiction over Elementary education and demanded free, universal and compulsory education. In 1921, it demanded the abolition of the Educational Councils and grants based on the qualifications of teachers. In 1923, it wanted an amendment of the Elementary Education Act. In 1926, it called for an enquiry into the Elementary education system. In 1930, it embarked upon its social plan of the education week for the parents and the professional plan of refresher courses for teachers in various centres under the auspices of its conferences and guilds. Since 1935, it has embarked upon a policy of fraternising with the Elementary schoolmaster with a view to weld the teaching profession into a whole and exercise a moral control over him in the interests of the child. It is the aim of the Union to concentrate through *Balar Kalvi*, its vernacular organ of the needs of the child at home, at school and in the country, so as to make the child potential individually, literate socially and a good citizen politically. At its last Conference at Salem in 1936, the Union has felt called upon to make a survey of its own in respect of Elementary education, with a view to outline a programme for Elementary education, consistent with the needs of the country, in terms of free and compulsory education.

### WANTED STATE EFFORT

The time has now come for a definite step in the matter of choosing between voluntary and state effort in Elementary education. The

country is on the eve of constitutional reforms which require for their success, a literate population. 14% of the population have been enfranchised and if democracy is to be effective, nation wide franchise and literacy must go together. Voluntary effort in education and state effort have gone on side by side during a whole century. Voluntary effort has left its impress on Elementary education by the promotion of a number of school agencies, some with secular, some with religious, and some with monetary motives. Voluntary effort has not to its record any substantial educational achievement in the development of the science or practice of foundation teaching. It is true that voluntary effort has, through local initiative, fulfilled the educational needs of the locality to some extent but it has thriven only through grants and subsidies and through economising teachers' emoluments. Under lax conditions voluntary effort has led to the consolidation of agencies of education at the expense of the child and the teacher. The child's education has been made insecure by the teacher and school being kept insecure. Shortcomings in policy and in objective and efforts are telling upon the nations' child-capital which is made to suffer by a denial of real education. Hence there is need for the absorption of all voluntary effort in a state managed system. State effort in education has achieved wonders in the course of a century in England, in America, in Europe and in Japan through expenditure of money on progressive effort. What has been found to be good in other countries has to be done in India if we are to advance the pace of political evolution.

#### WANTED NATIONAL EFFORT THROUGH COMPULSION

During a century of Elementary education under British rule, there has been joint responsibility of the people and the state for education. Neither the state nor the people have been singly responsible. The vocal section of the country have been calling upon the state to take up the responsibility but it has refused to shoulder it. The agencies in charge of Elementary Education at present stand in the way of state education, on religious, communal and private considerations and are dividing the country even in the decision of the fundamentals of Education. It is therefore imperative for the new government to plan out an educational drive on a nation-wide scale, so that a literate nation might back up the political aspirations of New India. Anything short of compulsory and free education for the nation is a crime against every interest in the country.

#### STATE GUIDANCE AT HOME AND ABROAD

In India, we have had state supervision over voluntary effort through the Education Department, Educational rules, Grant-in-aid code, Inspec-

tion code, Education Acts and Rules and G.O.'s, but that effort has failed to achieve nation-wide literacy. But other governments all over the world have made the elementary school system effective not only by inculcating the 3 R's but also by creating a literate population, able to live and appreciate an improved social and economic life. Education has been made to articulate with local situations. Education has bridged the gulf between the home and the school. Standards of Teaching have been raised. The importance of Education has been recognised and realised. Schools are adequately supported by the people. The Education programme has improved the standard of living and has given economic independence, improved health, sanitation, and a better family life. Free nations have redirected the objectives modernized the curriculum and reorganised the programme of pooling all the financial resources of the country. State legislations regarding school problems have planned advance and have solved the problems of control, inspection, enrolment, accommodation, equipment, libraries, school age, care of children and courses of study. These have been possible because of centralisation of education under the state agency. They have adopted, a number of devices to spread literacy. Parents are checked for negligence of education. Care of children at home and at school is rendered compulsory. Dormitory schools take charge of children. Small schools are abolished but central schools are established to cater to the schoolless area and measures are taken to bring the child to the school. Where transportation fails, the itinerant teacher goes to the child in his home. Part time and continuation schools take care of the child or the illiterate adult. Double sessions are held and the shift system is adopted. Children are grouped according to ability to avoid stagnation. The teacher is well looked after and provided for and he is made to think in terms of expertness. Instruction is on an improved technique and efficient teachers are given a greater number of pupils to coach up. There are also periodical short courses of literacy. Effective control of Teaching personnel and Management is made through an Inspectorate, capable and honest. But above all, budgetary improvements are made by Government according to the growing needs.

#### FUNDAMENTAL PRINCIPLES

We are in an age when the world is just beginning to realise the importance of childhood and child education and the enactment of legislation providing for the establishment of decent child education. Among the objectives underlying the reform of Elementary Education the following are recognised all the world over :—

1. A physical and social environment which is wholesome and educational for young children.
2. An adequate educational programme adapted to the mental and physical needs of young children under the direction of adequately prepared teachers.
3. Sufficient flexibility to enable all types of schools to establish and maintain adequate educational facilities commensurate to the needs of young children.
4. Stimulation of local community interest and initiative in maintaining desirable educational programmes.
5. Affording school officials and teachers the freedom to devise and administer educational programmes according to the needs of young children, in different stages of educational and physical development.
6. Nursery school facilities as an essential feature of the system.
7. State supervision and guidance of local programmes as part of the work of the state department of education.

#### A DRAFT PLAN FOR REORGANISATION

To put these principles in action the following methods are suggested :—

1. A first hand survey of the elementary school system with the aid of specialists to bridge the gulf between the Indian home and the public school.
2. A rehabilitation programme for the country extending over a definite period.
3. An educational administration, in sympathy with such a programme, reorganising the curriculum in harmony with the nation's programme.
4. The opening of schools conditional upon a petition of parents of at least 25 children in any schoolless centre. It should be made obligatory on the part of the state to continue to maintain it. A legislative provision must be made making it compulsory on the part of parents to report to the village munsiff in the absence of educational facilities for his child on attainment of age 5.
5. Specific legislation to classify and certify teachers in foundation schools.
6. Teacher training institutions up-to-date in current educational philosophy, trends and practices and separate institutions for kindergarten and elementary schools.
7. The academic work to include the three R's, history and Geography, citizenship, nature study and physical education.

8. Vocational courses for boys (optional, differing among schools) to include agriculture, carpentry, shoe-making, trades, and industries of the locality and marketing. Vocational courses for girls to include embroidery, needle-work, lace-making, cooking and practical training to fit them for home-keeping with the limited resources of the home and the village.
9. Rural school life to be made more attractive by statutory parent-teacher associations organised for each school. Schools should become community centres around which the social and intellectual life of the people should revolve. Community improvement through the school must be conceived as a co-operative project.
10. A double enrolment plan by which one teacher must teach two sets of children in the lower grades.
11. A distinction in the code for average daily attendance in rural schools and in urban schools.
12. Directed scientific research to be provided for by-legislation in respect of District Education area to enable curricular revisions involving modern methods and necessitating research and investigation and to find a solution for teaching problems.
13. Systematised school lunches.
14. A periodical survey of the duties and qualifications and salaries of all teaching personnel with a view to ascertain if they are growing professionally. This is necessary to ensure that the staff is up to the standard of requirements.
15. Legislation concerning the certification, placement, in-service training, extension courses for academic and professional training and supervision of teachers and unification of the Teaching Service under a code.
16. Compulsion of parents by law to send their children to school and keep them there until they are literate.
17. Compulsory provision—one school at least in every village.
18. Special aid to poor parents to enable them to send their children to school.
19. Collection of a statutory education cess in each Education Panchayat.
20. Free housing and garden and a salary to the village school master to maintain his humble independence. The salary of the teacher must be at least Rs. 360 per annum.
21. The city school to be a central school or a group of central schools run by a cess levied and collected by the Municipal authority providing academic and vocational instruction.
22. Provision by state of grants for school buildings and school equipment and for progress by education panchayat or municipality.

23. All common good funds of the rural or urban community to be, by law, welded into an education fund for the locality for special school services—athletic and health clubs, social clubs, etc., etc.

24. The first elements of education to be imparted to every child, thoroughness of teaching rather than appearance of efficiency to be the aim.

25. Abolition of the multiple and denominational system of agencies with its rivalries of managements.

26. Grants-in-aid conditioned by and proportional to the Education Fund of the locality and the cost of the Education Panchayat school or Municipal central school.

27. The Education Panchayat or the Municipality to have authority as school managers.

28. Placing of all schools in a district under the general direction of a statutory elected District School Board for the purpose of controlling, teaching and inspection, for making provision for the educational wants of a locality. The country must be mapped out into districts with its urban and rural centres.

29. Formation of a Provincial School Board for the province with the Director of Public Instruction as President and the members chosen by election from the District School Boards, to supervise the activities of the District School Boards.

30. All schools should follow certain rules laid down by the Act. They must be worked by a conscience clause. No teacher is to be appointed from outside the Register of teachers kept for the purpose without the sanction of the Provincial Board and the D. P. I. Every school is to be open to inspection by Government. Every child between 5 and 13 should be put to school by the parent.

31. An educational Endowments Act to weld together all charities and to use them for education. All endowed accounts to be audited and inspected.

32. The cost of this system to be estimated.

## WE WANT GOOD SCHOOLS, DO YOU ?

The following ceremony, prepared by an Ohio fifth-grade group, was published in October 1936 :—

*First Group of Children Chants.*—Some people say that education costs too much.

*Second Group of Children Chants.*—Not half as much as guns or ships or luxuries.

*FIRST GROUP.*—And so they put some forty children in a class.

*SECOND GROUP.*—In crowds our special needs are not apparent.

*FIRST GROUP.*—Crowded classrooms cramp our thinking.

*Second Group.*—Space to move and do helps learning.

*FIRST GROUP.*—Some people say that education costs too much.

*Solo 1 :* Suppose they cut the term.

*Solo 2 :* They'll close the doors.

*Solo 3 :* Nail the windows shut.

*Solo 4 :* Lock up the books.

*Solo 5 :* They won't give us our chance !

*FIRST GROUP.*—Some people say that education costs too much.

*SECOND GROUP.*—Our country can afford good education.

*Solo 1 :* Our parents want it.

*Solo 2 :* We demand it.

*Solo 3 :* Childhood has some rights.

*Solo 4 :* In a democratic country.

*FIRST GROUP.*—Millions of dollars are spent on war.

*SECOND GROUP.*—We don't want war ! Give us schools instead of battleships !

*FIRST GROUP.*—Some people say that education costs too much.

*Solo 1 :* Kindergartens aren't needed. Our grandparents got along without them. (Pantomime : Enter kindergarten children, walk to centre, and place kindergarten materials in a heap.)

*SECOND GROUP.*—*Solo 1 :* There we learn to live and work and play together.

FIRST GROUP.—*Some people say that education costs too much.*

Solo 2: Take music out of the schools. Why should every child learn music? (Children enter and drop music books and instruments on top of kindergarten materials.)

SECOND GROUP—Solo 2: Enrich our lives with beauty, art, and song.

FIRST GROUP.—*Some people say that education costs too much.*

Solo 3: Do away with gym. That's not important. (Children in gym. suits enter with equipment, place it on other articles in center.)

SECOND GROUP—Solo 3: Gym. gives us freedom, health, and happiness.

FIRST GROUP.—*Some people say that education costs too much.*

Solo 4: Take away such fads as industrial arts. (Enter children with tools and lumber, place in the centre.)

SECOND GROUP—Solo 4: We learn much by working with our hands.

FIRST GROUP.—*Some people say that education costs too much.*

Solo 5: Make high school pupils pay a fee. (Enter high school pupils and deposit books on center pile.)

SECOND GROUP—Solo 5: Free education is our heritage.

FIRST GROUP.—*Some people said that education costs too much.*

ALL—Who are those people? We won't believe them. We have our rights. We want free schools. We want a full term.

Solo 1: With gym. and music, art and sewing.

Solo 2: With health and safety teaching,

Solo 3: And lessons to help us understand

Solo 4: This mixed-up world today.

A.—We want our chance! We want good schools. Do you?

## HIGHER EDUCATION IN INDIA.

(Press communique.)

How some Provinces are attempting by the introduction of vocational subjects such as manual training and agriculture to alter the prevailing literary character of the high school curriculum, is revealed in the report of the Educational Commissioner with the Government of India on Secondary Education in India in 1934-35.

In the Punjab there are 30 manual training centres, while agriculture is taught in a large number of secondary schools. In the Central Provinces, there are 17 manual training classes attached to high schools. Bihar refers to "a growing tendency on the part of the authorities of middle English schools to introduce vocational teaching." Six schools now teach carpentry, 12 agriculture, 7 tailoring, 3 weaving, 3 carpet making, and one each cane work, book-binding and soap-making. In Assam, all schools do some sort of manual training. The United Provinces reports that manual training is increasing in popularity, 12 more schools taking the subject, while agriculture is being taught in a few schools having the Anglo-Vernacular system of education. Bengal reports having middle English schools as giving instruction in manual training, while other secondary schools teach carpentry, blacksmith's work, weaving, dyeing, etc. Fifty-two teachers were given allowances for teaching agriculture in secondary schools. In Madras there were 484 manual training classes attached to various schools and colleges, with 66,315 boys and 2,123 girls. The subjects taught include wood-working, weaving, horticulture, book-binding, cardboard-making, rattan and coir work, tailoring and engraving.

The general trend of Anglo-Vernacular education is still mainly literary, but the need for training the hand and the eye by practical work is being increasingly recognized. The aesthetic side of education is, however, generally neglected, and there is little teaching of art in the real sense and no training in aesthetic appreciation. Until this need is recognized, our secondary education at the best can only be one-sided.

## TWO SYSTEMS OF SECONDARY EDUCATION

There are two systems of secondary education in existence—Anglo-Vernacular, where English is a compulsory subject, and in many Provinces still the medium of instruction, and vernacular, where instruction is given through the medium of a modern Indian language or languages.

Anglo-Vernacular education is controlled in various ways. Some of the institutions are maintained directly by Government, but the majority are under private management and receive grants-in-aid from public funds. The matriculation or the school final examination colours all the educational activities of the schools and it is its generally predominantly literary character which has recently come in for criticism.

Recognition up to a middle standard is given by the Education Department of the Province, but it is the University or the Board which raises to high school or Intermediate standard. Undoubtedly standards of recognition have been lowered in recent years, and an increasing number of unfit schools obtain high school status. Recognition committees have not been able to maintain the standard of aloofness from private pressure which is so necessary, and the result has been a steady increase in high schools and a corresponding increase in unfit students appearing at school leaving and matriculation examinations.

This misguided tendency, to call it nothing worse, is one of the main causes of the increase in the so-called educated unemployed. A further comment on the un wisdom of lowering the standards of recognition is afforded by the recent debacle in results in the Bombay matriculation examination, while the University's permission for private candidates to appear at the matriculation is a further cause.

#### VERNACLUAR SCHOOL MORE PRACTICAL

The vernacular middle educational system is definitely more practical. Here manual training, agriculture, and rural knowledge or rural science are subjects which have been widely introduced and framed to suit rural requirements. To quote from the report from the United Provinces "for a sum commensurate with the income of the parent the boy receives an education covering most of the subjects that he is likely to need on leaving school. The school is in or near the village, the course is designed for village life, text books and curricula alike put emphasis on the rural character of vernacular middle education. While the high school passed boy and the B.A., are generally divorced from the atmosphere of village life and definitely trained to think and act in terms of city life, the boy who passes the vernacular final examination is definitely a product of the country."

The Punjab has a large number of schools which teach agriculture. In the Central Provinces, more stress has been laid on the practical side of agricultural teaching. In the United Provinces, there are 34 manual training classes in vernacular middle schools, 36 schools where agriculture is taught, and 126 taking rural knowledge which includes agriculture. Bombay has a large number of agricultural bias schools in rural areas.

Unfortunately, however, in spite of their distinct rural and agricultural character, it cannot be said that middle vernacular schools are universally popular. Thus in Bengal "the vernacular system of education which should be the prop and stay of rural development, tends more and more to deteriorate. The thought of matriculation still dominates, with the result that a very large number of students, whatever their bent and competence, flock to secondary English schools. Indeed no education, even the primary school, is popular in Bengal unless it includes some teaching in English. Over this enormous mass of institutions there is no well-organized control. Many of them are private schools and many receive no grant from public funds and escape even that measure of supervision which the receipt of grant entails."

#### UNIVERSITY EDUCATION

So far as University education is concerned, there is generally agreement that the numbers indiscriminately crowding the University register can be reduced not indeed by refusing admission but by diverting those not suited to an academic career at an earlier stage. Unfortunately Universities depend in varying degrees on the fees of the students who attend them, and there are quite natural forebodings among the University staffs that a reduction of students will mean a reduction of staff, and thus there is a general reluctance to commit *hari-kari* by agreeing to a scheme of reorganization.

Amongst the new developments in University education during the year under review, mention may be made of a new University Department of Chemical Technology which has come into existence in Bombay, with two courses—Textile Chemistry and Chemical Engineering.

#### NUMBER AND ENROLMENT

The total enrolment in Universities, of which there are 18 in India including Burma, was 117,641, with a net increase of about 4,000 over the figure for the preceeding year. Of this number the largest proportion belongs to Calcutta University which has an enrolment of 29,851, the Punjab comes next with 21,653, Bombay third with 17,494, Madras fourth with 14,757, while the smallest enrolment, which is 508, is in Annamalai.

The total number of anglo-vernacular schools for boys in British India during the year was 7,086, with an enrolment of 1,369,726, and that of vernacular schools was 5,696, with an enrolment of 747,113. The total number of boys reading in the secondary stage, class VI to end of high school stage, was 1,265,842. There has been an increase in the number of English institutions by 149, while there is a fall of 48 in ver-

macular schools. The increase in enrolment, however, is 42,801 in anglo-vernacular schools, while there is a decrease of 12,484 in vernacular schools. There has been a loss of no less than 58,176 in the last three years in vernacular middle schools, and it is a loss where it can least be spared. Economic causes are undoubtedly one of the reasons for the fall as rural parents could not afford even the low fees charged. The total expenditure on secondary schools for boys has increased from Rs. 6,94,75,273 to Rs. 7,06,28,258, that is by Rs. 11 lakhs. Of this amount, Rs. 2,29,81,535 or 32.5 per cent came from Government funds. The percentage of Government contribution to total expenditure was the highest in Coorg, where it was 80.3; the North West Frontier Provinces was second with 68.3, and the United Provinces third with 52.4. The percentage is the lowest in Bengal, with its huge system of private schools, where it is 14.0.

### WASTAGE

An examination of the results at the high school or matriculation stage shows that for the whole of British India the pass percentage is only 62.4 per cent. From the figures available, it appears that this percentage is the lowest in Bombay, where it is 36.5, and the highest in Baluchistan, where it is 87.4. Low figures in certain other Provinces are 38.7 per cent in Burma, and 39.2 per cent in the Central Provinces and Berar. These are very marked variations, but a more serious matter is the deterioration in standard from year to year. There is no scientific control of examinations or examiners, and such control is badly needed. Not only do individual examiners undertake to examine more papers than they can possibly do justice to, but there is little attempt at co-ordination. There is a definite need for a more systematic and scientific method of evaluating examination papers.

### TEACHERS

The percentage of trained men teachers has gone up from 57 to 57.4 by 1,056. Bombay and Bengal with their low percentages of 20.3 and 19.8 reducing the average considerably. In Bengal out of 25,778 teachers employed in secondary schools, no less than 20,806 are untrained.

There is a disposition in some quarters to belittle the fact of training for teachers. It is true that training will not make a bad teacher a good teacher, but it will make him a better teacher. In no other walk of life would unlicensed and unqualified practitioners be allowed to practice on a patient, but in education there is a disposition to allow any quack to experiment on the helpless child.

## TWO QUESTIONNAIRES ON THE TEACHING OF ENGLISH.

Mr. R. Ramakrishnan, Secretary, English section of the Coimbatore District Teachers' Guild writes:—

The English section of the District Teachers' Guild, Coimbatore and the Nilgiris proposes, as usual, to have a discussion on two problems of topical and current interest, at the time of the annual session of the Guild which will be held at Udumalpet in the last week of April, 1937. The two subjects are: **The Position of English in a reorganised Secondary School Course** and **The Theory and Practice of Composition work**. Two questionnaires on the topics are enclosed. The English section requests affiliated associations and individual members of the Guild to be good enough to consider the questionnaires and send their replies to the Secretary. (Mr. R. Ramakrishnan, M.A., L.T., Board High School, Udumalpet).

The questionnaires have been prepared in consultation with the President of the section (Mr. V. Rajagopala Iyer, M.A., L.T., Board High School, Erode), and are just meant to be a skeleton to weave thoughts about. The section will be thankful if, instead of a mere reply to the questionnaires, a symposium is sent. But it is earnestly requested that the questionnaires at least may be answered. A discussion on the basis of the replies received will be held during the annual conference.

The section requests the co-operation of associations and members in its humble endeavour to help the cause of bettering the teaching of English.

### QUESTIONNAIRE I.

- (1) Do you agree with the widely held opinion that the present Secondary school course needs a radical reorganisation?
- (2) Do you think that the position of English in such a reorganised course must be different from that in the existing course?
- (3) Do you think it advisable to dislodge English from the dominant position it holds at present in the curriculum?
- (4) Do you think that English may advantageously be made a compulsory second language in either the middle or the high school course, or in both?
- (5) In case you feel that the vernacular must be given more prominence than it now enjoys, do you think that this end can be achieved only at the expense of the present position of English? Are there no other ways of realising the same end?
- (6) If the secondary school course is to be bifurcated into a course for university-bound students, and into a course for those who directly enter life from the secondary school, i.e., roughly into a literary and a technical course, what are your suggestions regarding the amount of English to be taught in the two courses?
- (7) What are your views about the teaching of 'basic' English?
- (8) Are you for having a simplified English course common to all pupils, and a highly specialised course, (under C group) for the more ambitious and thoughtful pupils?
- (9) Do you agree with the view expressed by eminent thinkers that English books written by Indians should be discarded, and those written by English writers alone should be used in our schools?

(10) Is it true that the 'real' attainments of present-day pupils have deteriorated? Is it true that even the so-called 'eligibles' score marks only because of artificial coaching? How do you account for such deterioration? What remedies do you suggest?

(11) Do you think that the fact of a non-English birth has anything to do with the difficulties experienced by Indians in mastering English? If so, what is the extent of the influence of that factor?

(12) Are you in agreement with the opinion that just as there is, for instance, an American English, there may also be an Indian English, which in the matter of pronunciation, idiom, etc., may not be cent per cent. English?

(13) Are you satisfied with the present quality of English used in the 'official and business spheres'?

(14) Are you of the opinion that, as the study of language is an art in itself, our aim must be to ourselves become, and to produce, 'language purists'? Or do you think that language is only a means to an end and that therefore we need not be very touchy about correctness of pronunciation, etc?

(Points bearing on the topic at issue, but not covered by the questionnaire may also be noted.)

#### QUESTIONNAIRE II.

(1) Do you agree that the composition work done in Secondary schools at present is capable of a vast improvement both in quality and quantity?

(2) In what respects, do you think, is composition work in respect of a foreign tongue different from that in respect of the mother-tongue?

(3) Do you think that the two periods a week of composition work now generally allotted in the time-table are at all sufficient for the needs of language-study?

(4) What is the relative importance of matter and manner in a High School composition exercise?

(5) Do you think that it is better in correcting composition exercises to use signs as sp. (spelling) gr., P., etc., etc., leaving pupils to find out mistakes and correct them, or are you in favour of the teacher writing down the corrections in full? What are your reasons for holding either view?

(6) In the matter of rewriting composition exercises corrected by the teacher, do you think that pupils should be asked to rewrite the entire exercise even though a large portion of it may not have had to be corrected at all? Or are you in favour of pupils rewriting only isolated sentences, wrongly written by them and corrected by the teacher?

(7) Do you feel that correcting composition exercises in the absence of pupils is at all worth the trouble? If not, what means will you suggest in the matter of a teacher of a class of forty correcting each exercise in the presence of each pupil?

(8) Do you not think that the thirty or so exercises a class does in a year are after all a drop in the ocean? What means will you suggest to get a lot more of written work done by pupils?

(9) Do you, as a result of your observation, agree with the theory that a boy writes as he speaks?

(10) Do you agree that in consequence of our promoting pupils solely on the results of a written examination, oral composition is not given the prominence it deserves?

(11) Do you think that there is such a thing as a knack for English or an English sense—i.e., do some pupils take to English as fish to water, while others do not breathe freely in the atmosphere of English?

(12) How do you explain the persistence even in the S.S.L.C. Examination of elementary errors like *your's* *it's* etc., in spite of the fact that these errors are being corrected from the second form onwards?

(13) Wherein are our pupils generally weak—profundity of thought or felicity of expression? What measures do you suggest for increasing the thought content and ease of expression?

(14) Other things being equal, and broadly speaking, do you think that girls do better in English than boys?

(15) What measures will you adopt for eliminating Indianisms and vernacular idioms?

(16) Do you think that generally speaking, students who take to the study of history with zest do better in composition work than others?

(17) What practical effect has the diligent use of the library hour on a pupil's ability to write?

(18) Do you not think that the failure to include a question on 'dialogue, in the S.S.L.C. Examination has resulted in the neglect of conversational English?

(19) What place will you assign for the following devices to improve English?

- (a) Substitution method.
- (b) Importance of reading aloud as an aid to composition.
- (c) Oral narration and repetition from memory followed by writing (making use of phrases and idioms).
- (d) Convresation among pupils.
- (e) Dramatisation of stories.

(20) Composition means 'Proper words in their proper places'. Is the definition exhaustive? How will you improve this faculty of using proper words in proper places?

(21) What importance should be attached to diction, style and literary appreciation in High School composition exercises?

(22) How far is the distinction between mere forms of expression and thought content, real? At what stage will you combine the two in the high school?

(23) Does the teaching of formal grammar help good composition?

(24) What place will you give to translation and retranslation in a scheme of composition work?

(25) How will you utilise the literary association and the school magazine to improve the quality of composition work.

## FROM OUR ASSOCIATION.

## THE MADRAS TEACHERS' GUILD

## ANNUAL CONFERENCE

The annual Educational Conference of the Guild took place on Saturday the 10th April, 1937 in the Hindu High School, Triplicane. Mr. N. S. Subba Rao, Esq., M.A., Bar-at-Law, Director of Public Instruction, Mysore, presided. Mr. M. D. Manikkam, B.A., L.T., the President of the Guild, in welcoming the members said that the re-organisation of Secondary Education was a momentous issue of the present day and the Madras Teachers' Guild had been bestowing its time and attention for sometime on the question. The various aspects of the subject formed the themes of discussion and he felt that the guidance of the President with his scholarship, and practical wisdom would be very useful in guiding the deliberations of the Conference.

Mr. N. S. Subba Rao then delivered his address.

During the course of which he said that the educational organisation of the country was both the maid-of-all-work and the whipping-boy of the community. Schools were expected to teach the pupils all subjects from "Safety in streets," to "Internationalism". Though such a heavy burden was laid on school-masters, the importance of their work was only recognised by lip-service. It was unfortunate that this should be so in view of the importance of education as a social weapon. At the present time what was needed was a system of education directed not towards maintenance of stability, but towards the smooth operation of the changes at the least social cost. There was a general feeling that secondary education was not what it should be either in respect of quantity or quality, and the large amount of wastage both in this stage of education as well as in the University was rightly attributed to maladjustment of the pupils to curricula and career. Secondary education might be described as differentiated education having not only the aim of providing general culture, but also of directing the adolescent towards a suitable avenue of occupation or towards further studies suited to his aptitudes with the least amount of unnecessary strain upon his faculties. The need for differentiation arose for two reasons, educational and social. It was both wrong and wasteful to attempt to give the necessary training through the same subjects for all. Socially, it was necessary that the training courses should be differentiated, because training for livelihood was a legitimate and important objective of education. But these considerations had been ignored and there was the single-track system of Secondary Education leading to the University with the result of the University complex. But the Universities too were not satisfied with the materials sent from the High schools. Thus there was a need for thoroughly overhauling the system of Secondary Education.

The lines on which Secondary Education should be organised could be summed up in three imperatives. "Break the spell of the specialists, break the spell of the language method, break the spell of the foreign language." Even from the point of view of the pupils proceeding to the University there was need for some differentiation. This could be best realised by limiting the amount of Science courses in the case of those who wished to proceed with the arts subjects and vice versa. With regard to the spell of the language method, Mr. Subba Rao quoted the remark of Lord Kennet who said that "for hundreds of years, language was education and

education was language and those of us who are capable of being educated by languages and literature are comparatively few and the great majority thereof would profit much better by education if there is in it a big practical element." While all the pupils that came to our High Schools should no doubt have a common group of subjects, like the languages, sciences, mathematics, History, and geography, those whose aptitude lay in what may be called bookish work should be given additional groups of Arts subjects or science and mathematics. By far the larger number of pupils should be given facilities to equip themselves for the middle rungs of the economic framework. Even training in such subjects as agriculture, industry, and commerce, should be succeeded by follow-on courses preferably within the university. The provision for post-secondary diploma courses was indispensable if diversion from the bookish courses was to be effective. Parental ambition and the pupils' own satisfaction would both be realised, if universities recognised for admission purposes not only this present bookish courses but, also realistic courses mentioned above.

A very important and much-needed reform was instruction in non-language subjects through the medium of the mother-tongue in the high school stage immediately, and ultimately in the higher stages. It was axiomatic that one learnt best through the mother-tongue, but in the artificial conditions that prevailed in our schools and colleges, it was to be expected that people would view with hesitation any proposal to limit the study of English to the English classes. However, the difficulties were not to be found either in the want of capacity of the vernaculars for use as the media of instruction or in the lack of the ability of the teachers to adapt the vernaculars for teaching purposes, nor even in the lack of suitable text-books. The real difficulty came from the side of English. The doubt that had to be dispelled was whether the change from English to the vernacular in the teaching of optional subjects would lower the standard of English. There could be no hesitation in holding that the standard of English would even rise, because at present a sort of Gresham's law operated in bringing down the level of English all round to that in the optional subjects. Here the level was fairly low, because no attention was paid usually to language in the class-room and no large deduction of marks was made in the examinations because of bad English. Further, as the students learnt to express themselves freely in their mother-tongue, and as the burden of learning a subject was reduced, the level of attainment in English would steadily rise.

## READING OF PAPERS

After the conclusion of the presidential address, the reading of papers was taken up. Dr. Meenakshi, M.A., Ph.D., read a paper on "Education under the Pallavas." The study of the Educational institutions in ancient India, she said, was a fascinating subject. The results of investigation showed that education in those days rested on three principles, the acquisition of knowledge for its own sake, the inclusion of social duties and religious rites, and the formation of character. Ancient educational institutions that existed before the Muhammadan conquest consisted chiefly of Hindu centres of learning, of Buddhist and Jain monasteries. The Pallava rule covered nearly five centuries, and culturally, the Pallava period occupied a prominent position in South India. The Pallava monarchs were great patrons of Sanskrit learning. Tamil culture also flourished independently and the poetic compositions of the three Nayanmars and of the Alvars revealed the high-water mark of achievement in Tamil literature. The contribution of the Pallavas to Art, sculpture, painting, dancing and music was of no ordinary kind.

The structural monuments in the capital city of Kanchi and the rock-cut caves, monoliths of rocks and bas-reliefs found in Mahamallapuram displayed the skill of the contemporary artists.

Chief among the institutions of learning were the GHATIKA, VIDYASTHANA, AGRAHARAS, BHATTAVRITHIS, TEMPLES AND MATHAS. Buddhist and Jain centres also made great contributions to education in South India.

The next paper was on the "Reading habit competition among children" by Mr. N. Ganapathy Aiyar, M.A., L.T. In his paper, he referred to the competition instituted by the Madras Library Association a few years ago. This competition was a healthy move at the present juncture when Secondary Education was on trial, when the scheme was condemned on the ground that it only encouraged cramming of notes and the repetition of ill-digested ideas. The qualities developed by the reading habit were self-reliance, enthusiasm and industry. Now, the demand was made for more and more education and it was therefore necessary that the pupils should be trained in the methods of the acquisition of knowledge. His own experience had proved to him to be a chapter of revelations. The pupils' repugnance to study and self-effort was easily got over by the purposive reading habit. Indeed the enthusiasm displayed by pupils in their efforts was surprising. The pupils' diaries showed them the amount of interest taken by the youngsters in their work. He quoted many instances in support of his statement. This enthusiasm on the part of pupils had to be guided properly and it was not an easy task for the teacher to do so. The pupils had to be taught in hunting for information, in taking down notes, and in presenting facts. With the limited resources of the school libraries, it was rather a difficult problem. So the teacher needed patience, sympathy and resourcefulness. The interest of the pupils was not confined to one particular subject. Indeed it covered an extraordinarily wide range. Some of the subjects chosen were biographies of Buddha, Shivaji, Napoleon, Mussolini, the glories of towns like Madura, Vijayanagar. The Corporation of Madras and its Working, The Metur Dam, A Peep into the Wonders of Chemistry, The Radio, The Growing of Sugarcane and Tobacco.

In trying to help the pupils in their study, the teacher has compelled to abandon his self-complacent attitude. He discovered the talents of the pupils, and in educating them, he had to educate himself. Thus the reading habit was a gain both to the pupils and the teacher. The educator learnt to revise his notions and he came to know what appealed to the young pupils. Finally he referred to the wrong idea that this was another fashionable fad and said that it was not so, but genuine stuff. It was only a variant of the Project Method and its object was the intellectual nourishment of the pupils.

Dr. G. F. Andrews Ph.D. then spoke on "The Programme of Physical Education in the Re-organisation of Secondary Education." He referred to the memorandum prepared by the Provincial Physical Education Association and said that physical education was necessary for the harmonious development of the body and the intellect of the pupils. The old idea was that it consisted in a few exercises included under the heading of "Drill." This was defective in many ways. These defects were removed in the present programme which had three objectives. First it should be natural, and not artificial. The boy liked to kick a football rather than lift and bend and move his limbs in a particular way. Secondly physical education should be based on daily participation. In this connection, he appealed to a greater portion of time being devoted to games in school hours. The third aspect was that the pupils should be taught to understand the theory along with

practice. If the why and wherefore of physical education were taught to pupils they would take to it more intelligently and with enthusiasm.

#### REORGANISATION OF SECONDARY EDUCATION

The main topic of the Conference, "The Reorganisation of Secondary Education," was opened by Mr. S. Natarajan, B.A., L.T., who spoke on the question whether we had too much of Secondary Education. His answer was an emphatic "No." The reason for the discussion of such a subject was to be found in the proposals for re-organisation that were coming from different quarters. Many were struck by the apparently large number of pupils in certain secondary schools and were of the opinion that there should be some sort of restriction. The Rt. Hon'ble V. S. Srinivasa Sastri had expressed his view that certain secondary schools were run on uneconomic lines. There was also the circular of the Director of Public Instruction, which recommended that small and uneconomical secondary schools should be abolished. But a comparison of the number of pupils in secondary schools in India with those in other countries, would show that it was a wrong notion to think that we were having too much of secondary education from the point of view of the number of pupils in schools. The percentage of pupils in secondary schools to the total population in the most advanced country, namely Scotland was 7 while India was last in the list with only .27 per cent. In Madras, the figure was .44%. These figures refer to the year 1933.

Apart from statistics, the argument for more of secondary education in our country was strengthened if the ages of the pupils in secondary schools here and in foreign countries were taken into consideration. In most countries, education up to the age of 14 was free and secondary education in those countries meant education above that age. But here, pupils above the age of 10 were supposed to be receiving secondary education. Such being the facts, the necessity was not for restriction, but for starting more schools and for increasing the number of pupils. In this connection, the speaker quoted the views of Lord Curzon who had said that secondary education was the key to employment, the condition of all national advance and prosperity and the sole stepping stone for every class of the community for higher ends. What he said twenty years ago was true even to-day.

That we were having too much of secondary education could not be held even on the ground of our higher curricula. In fact, an examination of our curricula with those in foreign countries would show that we were below their standards. There was indeed a big gap between the secondary school stage and the University stage. The present secondary schools were only glorified forms of Elementary Schools. That was why there was complaint from the Universities.

Again, according to modern conceptions everyone had a right to secondary education. With regard to the question of cost, education was almost free in other countries. In England 47% of the pupils paid no fees, whereas in this country about 85% paid fees. Therefore, while the pupil was prepared to pay the cost, it was wrong to restrict secondary education. Finally he said "that it must be the high-way along which the coming generations would march and branch off into different channels at different stages. Restriction would be unnational. It would be a retrograde step and the country must be made to recognise that any such restriction would in the words of President Hoover turn back the clock of progress by several centuries."

Mr. G. Srinivasachari opened a discussion on "The Middle School course—What it is and what it ought to be." He said that there was restriction not only in the secondary school stage, but also in the elementary stage. The Government Reports

had been viewing the progress of education from a different point of view after the introduction of the Montague-Chelmsford Reforms. Before the Reforms, they were content with increase in the number of pupils, but after the Reforms, they began to question whether the money spent on primary education had its return. In other countries Governments wanted to catch the children young and had started nursery schools, but curiously enough, here they did not want to admit pupils in schools before the age of five. Again, according to a recent circular of the Director of Public Instruction, the Higher Elementary Schools were to be restricted in number. Therefore the burden of education fell more and more on private agencies.

He would go further than the previous speaker and say that the present colleges were only glorified forms of secondary schools. With regard to the so-called middle-school stage, he thought there was no such thing. The present middle-school was really in an anomalous position. But these schools would continue and all the efforts of teachers were needed to make them serve purposes like the extension course of elementary education, the preparatory stage for secondary education and the stage at which vocational bias might be given to pupils. To perform the above functions, administration must be elastic, experiments should be encouraged, and there should be no external examination. Each school should be considered as a special unit with its own particular opportunities and difficulties, its own resources and its needs. The present position needed intelligent planning and organisation for securing the purposes set forth above. It must also be recognised that schools of all denominations were only a means to an end, namely the improvement of the nation's common life and not merely for maintaining it as it actually existed.

After lunch, Mr. Rajagopala Aiyar, B.A., L.T., said that the present middle schools had no aim except the S.S.L.C. examination. The courses in middle schools should be made lighter. Mr. Lakshminarayana Aiyar, B.A., L.T., complained that there was no freedom in middle schools and they had only to do what they were asked to do. Even in the matter of text-books, their freedom had been taken away.

Mr. Rajagopala Aiyar, B.A., L.T., then spoke on "External Public Examination—What it can do and what it cannot do." He said that the present S.S.L.C. Examination was unreliable. It branded the majority of the pupils as unfit. Such a policy was suicidal. The energies of thousands of young men were going to waste. The Examination had many defects. Difficult papers were set, high answers were expected and there was also the manipulation of marks to secure a certain percentage of passes. The examination was unwieldy. University standard was expected from the students. Consequently there was a waste of effort on the part of the pupils. The evils of the examination had their own effects on teaching in schools. Boys were made to cram answers and there was no real education in schools. To avoid the above defects, he advocated the system of periodical tests. Such a system would compel the boys to work regularly, instead of becoming active only at the time of the public examination. The courses should be lightened and there must be time for the boys to play games.

Mr. Narayanaswami Aiyar could not see how public examinations could be abolished. He considered them to be necessary evils. In order to avoid the unwieldy nature of the present examination, instead of the S.S.L.C. Board, District Examination Boards could be constituted.

Mr. M. S. Sabhesan stoutly opposed the idea that things should be allowed to remain as they were. In politics, things were moving rapidly and even extreme

views were pressed on the Government for speedy realisation, and teachers should not be behind the times. Another speaker suggested that the system of marking should go because it introduced the ideas of superiority and inferiority in the minds of boys.

Dr. K. C. Rama Rao M.A., Ph.D., then delivered a lecture on "The Psychographic Record of the Pupils' Abilities and Achievements." Mr. Rama Rao began his lecture with the remark that psychologists were not specialists. The whole of psychology boiled down to one thing and that was commonsense. The present system of school records was defective in many ways. These defects could be removed by the adoption of the "Psychographic Record." This took into account not only the intellectual factors, but also the emotions, the artistic abilities and the special aptitudes of pupils. The record also showed the previous history of the pupils, and their future possibilities. In order to maintain such a record, the intelligence tests usually applied in foreign countries could be adapted to suit Indian conditions. There were also the tests which were entirely independent of languages and so they could be applied to children in all countries. It was therefore necessary that the educational associations in the country should undertake research and publication work.

The next aspect of the discussion was on "Alternative Courses in Secondary Education". Mr. T. P. Srinivasavaradhan, B.A., L.T., dealing with the present courses said that they were not self-contained. The only aim was to lead the pupils to the University, and even this aim failed, with the result that there was a mass production of misfits. No provision was made for students who were unfit to proceed to the University. The necessity for diversified courses was recognised by the Mysore Government, The Sapru Report, The Hartog Committee, and the Central Advisory Board of Education. The speaker suggested three types of post-primary education as in England. They were the Junior Schools, the Senior Schools, and the High Schools. The High Schools should have a technical side as well as a literary one. The object of such a scheme was to enable the majority of the pupils as soon as they left school to earn their livelihood, and the few who were literary minded to proceed to the Universities. The objection that technical courses had no cultural value was without foundation. Technical education had its own cultural value. Rural schools should be made technical schools. In this connection, agriculture was a fit subject to be introduced in them.

Mr. Srinivasachari was doubtful if the starting of agricultural schools would prove useful. The social structure of India was such that each craft constituted a community, and they could not interfere with these institutions. Again, no country could progress with agriculture alone, and this was clearly shown by Sir M. Visvesvaraya's book "A Planned Economy For India."

Mr. M. S. Sabhesan thought that the present time was most opportune for carrying out their ideas in regard to the reorganisation of Secondary Education. There was a lot of unemployment and the parents were dissatisfied with the present system. So they were in a mood to try other courses. The Government also were considering the question. It was therefore essential that the teachers should give out their opinions and be able to bear the responsibility.

The President said that he was in sympathy with the idea of starting agricultural schools, because India was mainly an agricultural country. He would even go further and say that agriculture should be made compulsory. Whatever advances they might have in the industries, the country would remain predominantly agricultural for two or three generations to come. They could of course change the system later if necessary.

Mr. K. Kurivilla Jacob's lecture on "Some Aspects of Handwork in Practice" was the last item in the programme. At the outset, he wanted to clear the misunderstanding that hand-work meant vocational training. The term meant the use of the hand to carry out effectively the directions of the brain and was applicable to every disciplined use of the hand. Hand-work was fundamental to the educational system. This was evident from a study of the physiology of the brain. Every part of the brain controlled certain sets of muscles and it was necessary to train all of them. Hand-work was essential to art and it helped pupils to express their artistic ideas in concrete form. Further it could be correlated with all subjects taught in schools. There were numerous types of hand-work like basketry, leather-work, linocuts, stick-painting, pewter work, pottery-painting and toy-making. Many of these crafts could be worked with very small outlay in schools. At present, the only form of hand-work in schools was wood-work, which was however expensive. The other forms of hand-work were not recognised by Government and he appealed to the authorities to recognise and give grants to the many forms of hand-work mentioned above.

Mr. Subba Rao, in his concluding speech, said he was glad to have participated in the Conference. He would always be willing to respond to any invitation for such educational discussions.

With a vote of thanks proposed by Mr. M. S. Sabhesan, the Conference came to a close.

#### TANJORE DISTRICT TEACHERS' GUILD

An ordinary meeting of the Tanjore District Teachers' Guild was held on Saturday the 13th March 1937 at the Banadurai High School, Kumbakonam. Mr. V. Mahadeva Iyer, the President of the Guild, presided on the occasion. There was a representative gathering.

Mr. K. M. Sundaram Iyer, Joint Secretary of the Provincial Educational Conference, gave a short report on the work so far done by him. He reminded the members of the vast work before them and appealed to them to collect donations and otherwise help to make the Conference a complete success.

Mr. R. Swaminatha Iyer, Retired Headmaster of the Town High School, Kumbakonam, then addressed the audience on 'Elementary Education'. He deplored the alarming illiteracy, the inadequate equipment, the indifference of the public, the lack of proper supervision and control and above all the complete maladjustment of the course with the environments of the child. He then detailed a scheme of Elementary education suited to the children and gave his considered views on the school accommodation, the standard of attainments of the teacher, the school hours, the school subjects and examinations. He insisted on Higher grade teachers for Elementary education and desired that L.T.'s should teach the higher standards in Elementary schools corresponding to II and III Forms. He also pleaded for the introduction of some kind of instruction in handicrafts and agriculture with the co-operation of local industrial concerns and agricultural farms. He supported the idea of having an examination at the IV Form stage with a view to divert pupils not having a literary taste into technical and other branches of study. Lastly he made a strong case for giving teachers a higher salary to maintain themselves decently above want and suggested uniform progressive scales of pay for various grades of teachers in the Province. He concluded by saying that the panacea for all ills would be compulsory Primary education in addition to a scheme of adult education to wipe out illiteracy and to improve rural areas.

Mr. T. S. Arunachalam Pillai followed and gave a very interesting talk on Elementary Schools. He was not satisfied with the recent policy of the Government in doing away with smaller schools but he desired that the Government should come forward with more of expansion by way of the introduction of compulsory Primary education. He was not one to encourage the inefficient school or teacher but such inefficiency on the part of institutions and individuals existed everywhere. The remedy should be to improve them and not to end them. If the Government wished he was sure that they knew how to promote efficiency by proper supervision and encouragement and at the same time give more facilities for rural schools to grow. With the expansion of knowledge in the present age he could not think how an ill-equipped teacher would satisfy the new children. Without any hardship to the existing incumbents of the lower grades—some of them possessing a wider range of knowledge and experience—he insisted on the Government to staff the schools with at least Secondary Grade teachers. He then gave a lively account of the ways and methods of deciding and paying salaries of teachers and hoped that the Government would soon realise the urgent need of adopting adequate standardised scales of pay for the whole Province. He made a strong appeal to Secondary school teachers to take up the cause of their brethren in Elementary schools and place them on a sound satisfactory basis. For, he said, the progress in Secondary education entirely depended on the work done in the Elementary schools. Further, the growing neglect of Secondary education was due to the want of proper consciousness on the part of the public who had not tasted even the little benefits of Elementary education. To bring about an intelligent electorate for deciding on vital issues of the country and on problems of education and culture, will be the duty of every educated person in the land and more especially that of the teachers. Unless and until the problems of Elementary education were solved he was sure that Secondary educational problems would not present themselves to the attention of the public.

Mr. N. Kalyanarama Iyer then gave his impressions on the reorganisation of the Secondary education. He said that the Secondary schools did not satisfy anybody. The Public Service Commissioners often remark the lack of knowledge of the candidates, the businessmen are not satisfied with the new products of Secondary schools and the University authorities complain of a low standard. Lastly the public are dissatisfied that the Secondary education does not equip a boy for life. All great minds of the country are seriously engaged with the reorganisation. He said that the S. I. T. U. would concentrate on the question at the ensuing Conference. He also mentioned in outlines the scheme as prepared by the S. I. T. U. and desired that every one should bestow thought on it.

Mr. V. Mahadeva Iyer, in winding up the subject made an impressive speech on the present condition of the Secondary Schools and on the real needs of the situation. He agreed to the natural way of teaching subjects in the vernacular but said that as long as the University examines in English, boys should be taught in English in the Vth and VIth forms. He criticised the modern fad of vocational bias and said that it would be an insult to the technical education if boys in schools should attend carpentry classes for one period a week or sometimes in a fortnight. He agreed to have some literary education in technical schools but the present arrangement of some vocational classes would never have anything in return. He was personally against all examinations and could not think of a public examination at the IV Form stage. He desired to place the teachers on a sound status to act independently and wished the public to rely on their opinions of boys rather on the Public Examination results. He also said that the subjects for the examination

should be reduced and only two subjects English and Mathematics would be enough at the VI Form stage while systematic real work could be ensured in the classroom in all useful subjects.

The Guild unanimously nominated Mr. C. Rajagopalachariar for the Presidentship of the Conference.

Resolutions passed at the meeting of the Tanjore District Teachers' Guild held on 13-3-1937, at the Banadurai High School, Kumbakonam.

1. That a Committee consisting of the following gentlemen be formed to frame resolutions on the reorganisation of the Secondary education and to communicate the same to the S. I. T. U.:—Messrs. V. Mahadeva Iyer, R. Swaminatha Iyer, V. Raghava Iyengar, T. A. Ramachandra Iyer, N. Paramasiva Iyer, N. Kalyanarama Iyer, and S. Sundaresa Iyer (Convener).

Proposed by Mr. R. Satagopachariar and seconded by Mr. T. M. Venkataramanayya.

2. That this meeting of the Guild requests the Government to simplify the proceedings regarding the closure of the Provident Fund accounts with a view to avoiding the present undue administrative delay in the matter, and further prays that, in view of the progressive decline in the rate of interest on the S. B. account and Cash Certificates, the Government may be pleased to allow a rate of  $4\frac{1}{2}\%$  interest on the contributions to the Provident Fund or in the alternative to raise the Government contribution from  $\frac{1}{3}$  to  $\frac{1}{2}$  so that the teachers may derive the full benefit from the scheme.

This meeting further requests that the teachers in aided institutions may be afforded facilities to pay premia on Life Assurance Policies out of P. F. contributions as it is done in the case of Local Fund employees.

Moved by Mr. K. S. Krishnaswami Iyengar and seconded by Mr. N. Kalyanarama Iyer.

3. That this meeting prays that, in view of the hot enervating weather at the time of the examinations, the Public Examination may be held only for one session a day.

Moved by Mr. K. M. Sundaram Iyer and seconded by Mr. K. S. Sundaresa Iyer

4. That this meeting feels strongly that it is unfair that the Chief Superintendents who have to do very responsible work during the Public Examination are not to receive any remuneration and therefore it is requested that they may be remunerated in a manner befitting their position and responsibility.

Moved by Mr. R. Satagopachariar and seconded by Mr. T. M. Venkataramanayya

5. That this meeting of the Guild is strongly of opinion that the new arrangement of gathering young children for the purpose of Public Examination in select centres far away from their stations and in a strange atmosphere will cause untold hardship and strain on them and also involve considerable expenditure and therefore the meeting requests that the unwholesome arrangement be given up immediately and the old system restored.

Moved by Mr. N. Paramasiva Iyer and seconded by Mr. T. N. Arjuna Iyer.

#### THE TRICHINOPOLY DISTRICT TEACHERS' GUILD THIRD QUARTERLY MEETING OF THE GUILD

The third Quarterly Conference of the Guild was held on 4-4-1937 under the auspices of the Rajah Higher Elementary Teachers' Association, Bikshandar Coil,

a rural zamindari in Trichy District. 24 associations out of 30 sent their deleg Conference.

The session was presided over by Mr. S. Natarajan, B.A., L.T., Managing South Indian Teacher and Balar Kalvi.

The proceedings began with prayer by the local school children and welcome by Teachers' Association. The President in the course of his address dwelt on current problems of Education, Secondary and Primary, and exhorted teachers to organise themselves effectively to make their opinions felt.

Resolutions (enclosed) were then passed.

Mr. S. Natarajan, Vellore, addressed the members on the need for developing a T. U. Protection Fund and for eligible members joining forthwith.

Ramanuja Iyengar placed the report of the Managing Committee on the new laws for associations and the District.

After lunch, the Conference reassembled with Mr. V. R. Ranganathan, D.E.O., Trichy, in the chair. Mr. Rajagopala Pillai, F.R.H.S., Zamindar of Bikshandar Coil, welcomed the Guild. After a demonstration of club activities and recitals, Mr. S. Srinivasa Iyer of Vellore delivered a lecture on "Elementary Schools and Administration" and put in a plea for vesting greater control in Departmental hands. Mr. S. Natarajan of Madras delivered a lecture on "The Backward Child" and urged the need for teachers devising ways and means to study the backward child and improve it.

After the concluding remarks of the Chairman and vote of thanks, the meeting terminated.

Resolution passed at the Third Quarterly Meeting of the Trichinopoly District Teachers' Guild (Estd. 1890), held on 4-4-1937 at Bikshandar Coil, Trichy District.

1. **Political Impasse and Education.** This Guild Conference views with regret the breakdown in the formation of the first responsible and representative ministry in Madras under Provincial Autonomy and expresses its concern that Education will continue to suffer in a state of political tension and uncertainty.

2. **Secondary and Higher Education.** This Guild Conference is of opinion that the draft resolution of the Government of Madras on Secondary and Higher education is defective in that it restricts expansion, places unwanted emphasis on public examinations and prolongs the school course unduly; and hence it urges that the resolution be so modified on the lines suggested by the S. I. T. U., viz.,

(i) That the duration be only six years.

(ii) That there should be no examination at the middle school stage.

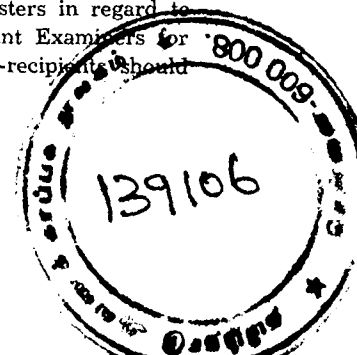
(iii) That there should be bifurcation after the third form stage and that provision for alternative courses in our secondary schools be made.

(iv) There should be no definite restriction of the number of students in Secondary schools; and

(v) That the University should conduct its own entrance examination for which 'school leaving certificate' holders should be eligible to appear.

3. **Official representation to the S. I. T. U.** This Guild Conference urges that the S. I. T. U. should be represented officially in any committee to reorganise Secondary and Higher education.

4. **Examinerships.** This Guild Conference draws the attention of the Department of Education to the dissatisfaction of Secondary school masters in regard to the policy pursued in the appointment of examiners and assistant Examiners for the S. S. L. C. Examination and urges that the claims of non-recipients should always be given the first preference.



5. **Budget provisions for Technique of Teaching.** This Guild Conference urges with a view to improve the technique of teaching that Government do make the budgetary provision for annual refresher courses and vacation lectures to teachers under the direction of District Educational Officers and under the auspices of District Teachers' Guilds.

6. **Amendment of Contract in M. E. R.** This Guild Conference requests the Director of Public Instruction to amend Appendix 28 of the M. E. R. relating to contracts in aided institutions so as to include a provision that no termination of teachers' services shall take place unless with the approval of the Director of Public Instruction.

7. **Conference of Department and S. I. T. U.** This Guild Conference requests the Director of Public Instruction to call at an early date for a Conference of the S. I. T. U. Executive and District Educational Officers with a view to discuss professional and educational questions and decide upon an agreed programme of co-operation between the teaching profession and the Department of Education for the advancement of Education in the province.

8. **The New Elementary Education Rules.** (i) This Guild requests the Government to allow rent grants for the aided Elementary schools;

(ii) This Guild requests the Government to include in the Rules framed under the Madras Elementary Education Act the clause that the Deputy Inspector of Schools should mention in his inspection report of the schools the amount of grant recommended with the increase and also send a copy of the review of the D.E.O. on his recommendation so that the management may have sufficient knowledge of the nature and extent of the Government's aid for the year.

(iii) This Guild requests the Government to fix scales of grant for Vidwan and Drawing and Drill masters whose services are indispensable to any Higher Elementary school.

(iv) This Guild requests the Government to revise the constitution of District Educational Councils so as to give sufficient representation to District Teachers' Guilds.

9. **Reading rooms in Trichy District Board Schools.** (i) This Guild notes with regret the practice of obtaining in the Trichy District Board of the levy of a reading room fee on school teachers to meet the cost of dailies and periodicals.

(ii) This Guild requests the Boards to end this practice which strikes at the root of the academic and professional freedom of teachers.

(iii) And also urges the District Board authorities to provide such equipment at the expense of the concerned Boards for the benefit of the staff.

10. **Lowering of Service Emoluments.** This Guild notes with regret the recent advertisement of a school in the District for an L.T. on Rs. 35 and deprecates such lowering of service emoluments in the recruitment of teachers in aided institutions.

#### SALEM DISTRICT TEACHERS' GUILD

A meeting of the Salem District Teachers' Guild was held in Salem on 3-4-1937 under the Presidentship of Mr. Bernard Thomas M.A., (Oxon.), President, Salem District Teachers' Guild. There was a discussion on the reorganisation of the Secondary Education and the following Resolutions were passed:—

1. That the duration of the Secondary Education Course be only six years.

2. That there should be no Public Examination at the end of the Fourth Form Stage. (Passed by a majority of one).

3. That there should be bifurcation after the Fourth Form stage and that provision for alternative courses in Secondary Schools be made.

4. That there should be no definite restriction of the number of students in Secondary Schools.

5. That the University should conduct its own Entrance Examination for which School Leaving Certificate holders should be eligible to appear.

With a vote of thanks proposed by Mr. V. Duraisami Iyer, the Guild Secretary, the meeting terminated.

#### THE PASUMALAI REFRESHER COURSE FOR ELEMENTARY SCHOOL TEACHERS

The Pasumalai Training School has been trying its very best to help the teachers employed in Elementary schools by keeping them in touch with the present day changes in school conditions and modern methods of teaching through Refresher Courses held from time to time. It sent some of its teachers to Aruppukottai, Periakulam and Manamadurai to take part in Refresher courses conducted there in past years. Even this year some of the members of the Training school staff went to Usilangulam to help Mr. S. Palanichamy, one of our old students, who organised a short Refresher course for village teachers during the first week of this month.

A Refresher course of this kind was first started in Pasumalai and our District Educational Officer gave us his encouragement and help by presiding over the closing function and awarding the certificates. The success of the attempt has been greatly responsible for organising a similar course this year. We earnestly hope that this will become an annual feature of the Pasumalai Training school, thus giving us increased opportunities of serving the cause of Elementary Education.

Thirty teachers have finished their Refresher course. Eleven of them came from the Madura District Board schools, fifteen from Kallar schools, three from Municipal schools and Bodinayakanoor and one from a private school. The course began from Thursday 12th March. It consisted of training in Hand work, First Aid, games and physical activities, together with lectures on Child Psychology, School Organisation and up-to-date methods of teaching such as the Project method, the Individual method, Group method and Kindergarten method with demonstration lessons. The course covered 12 working days having 100 periods on the whole which were distributed among the various subjects as follows:—

|                                          |    |     |
|------------------------------------------|----|-----|
| Games and Physical Training              | .. | 26  |
| Manual Training                          | .. | 22  |
| Methods of Teaching                      | .. | 22  |
| School Organization and discipline       |    |     |
| and psychology                           | .. | 8   |
| First Aid                                | .. | 4   |
| Music                                    | .. | 5   |
| Rural Reconstruction and Character Study | .. | 7   |
| Drawing                                  | .. | 6   |
| Total                                    | .. | 100 |

The daily programme was as follows:—

|                 |                               |
|-----------------|-------------------------------|
| 6.30 — 7.15 A.M | Games and Physical activities |
| 7.15 — 9.15     | Bath and Chota                |
| 9.15 — 12.10    | Morning classes of 4 periods  |
| 12.10 — 2.10    | Noon recess                   |
| 2.10 — 4        | Evening classes of 3 periods  |
| 4.30 — 6        | Games and Physical activities |
| 8.00 — 9        | Lectures and entertainments.  |

We have tried our very best to make suitable arrangements for the boarding and lodging of the teachers taking the Refresher course. They were staying in one of the hostels of the Training school, namely the Glenridge Hostel fitted with electric lights and other comforts.

On the 24th morning the teachers taking the course went on an excursion to Capron Hall and Rachanyapuram under the leadership of Mr. L. L. Lorbeer to learn from personal observation the kind of training given to children in those institutions and in the evening at 4 they paid a visit to the Mahalakshmi Textile Mills.

Our thanks are due to the authorities of the Madura District Board, the Kallar department and the authorities of the Bodinayakanoor Municipality for their hearty co-operation by sending some of their teachers to attend this course. Our thanks are also due to Mr. T. N. Krishnamurthy Ayyar, M.A., L.T., District Board Educational Officer, Madura, Miss G. E. Chandler, Mrs. Esther Job Doss, Mrs. Pemimah Manoharan, Mr. G. Venkatachalapathy and Mr. S. Palanichamy for having been kind enough to take some of the classes of the course and thus helping us to offer instruction in such a variety of subjects as Kindergarten method, rural reconstruction, school organisation and character study.

The closing meeting was held on Thursday the 25th March at 3 P.M. in the Ashburn Hall. S. V. Balraj, Esq., District Educational Officer, Madura was proposed to the chair by Mr. L. L. Lorbeer, Manager of the High and Training schools. An interesting programme of songs and reports was gone through. The chairman awarded the diploma to the teachers who had finished their course, and in his concluding speech called upon them to make the best use of the valuable course they had taken and to discharge their duties honestly and efficiently. Mr. S. Bernard, Head Master of the Training school, proposed a vote of thanks to the Chairman. After singing the National Anthem the function came to a close.

## TEACHER'S BOOK SHELF

**Principles of Education:** with special reference to Educational Psychology. Part I. By Anjilvel V. Mathew of the Teachers College, Kolhapur. Published by the Arya Bhushan Press, Kolhapur.

Much advance has been made in recent times in the field of Educational thought especially in European countries and America, that a raw young graduate entering the portals of a Teachers Training college with a view to qualify himself to the "noblest of all professions" is naturally bewildered by the vast amount of literature to be mastered so that when an experienced guide like the author takes the recruit by the hand promises to place his accumulated experience at his disposal the youngman heaves a sigh of relief and feels thankful. The book under review formed the subject matter of eleven lectures. We are glad to note that more are to follow.

After dealing with the need for the study of the Theory of Education and the importance of Psychology to the Teacher, the author takes up the various fundamental factors of Education. We know Man to be a living being, having a mind in a body. He is, moreover, endowed with many deep-seated instincts and general tendencies and recent advances in Psychology have revealed the significance of the Unconscious mind. These tendencies are both inherited and are developed by the environment, physical and cultural of the human organism which is expected to function not in vacuum but as a member of a group. These fundamental facts about a human being are made the subject matter of nine discourses.

Mr. Mathew knows his subject thoroughly well and hence he moves with free easiness among the mass of materials he is handling. His presentation is quite lucid and his exposition very clear. The reference (definite and specific and not vague and misleading) given at the end of each chapter would be appreciated by every student making use of this book.

We would go a step further and recommend this book not only to the students of the Training colleges but to two other classes of people. Older generations of Teachers who were in the Training Institutions two or three decades ago and who had not many opportunities of keeping themselves abreast of the times cannot have a better book for a Refresher course. We would recommend the book to enlightened parents as well whose intelligent co-operation with the school is so much emphasised upon by all modern educationists.

Having said so much in favour of the book we hope we would not be misunderstood if we give expression to a feeling that the book seems to be like a plant in the hanging gardens and has no root planted deep in the native soil. What we mean is if the front sheet be removed and the text alone be put into a student's hands he would be hard put to it to find out that the author is an Indian and the book was produced in India. It might as well have been produced in London, New York, or Berlin. The rich experience of this vast country which has a longer cultural past than most of the modern countries can boast of, has not been tapped at all. To take one point, the author might have well discussed in the chapter on the Ideals of Education the Indian ideal of a harmonious development with the four-fold objects in view, **Dharma, Artha, Kama and Moksha**. We hope this omission would be rectified in the volume to come.

S. K. Y.

**Educational Reformation in India.** By "Experience." Published by J. C. Basak, 363, Upper Chitpore Road, Beadon Street, Calcutta or Dayal Bagh P.O., Agra. Price Re. 1.

This is an extremely interesting book written by the publisher himself as the perusal of the book will show. The very dedication arrests our attention; and the interest thus roused is kept by the Introduction and the Text proper. The author by his confession is more than 75 years old and it is evident from the notes like nature of the contents of chapters and the tendency to repetition characterising him. These two minor defects apart the book is a mine of useful information and shows that the author has thought long and deep upon one of the most important problem of the day—Educational reformation.

The problem of education is lifted from dry details to the high plane of national requirements and everything is viewed from that exalted point of view. Mass illiteracy should be abolished. Men and money required for it would be something enormous if worked out on the present scale and hence the author appeals to the self-sacrificing youths to take up this stupendous task. If the task be approached with zeal characterising Christian missionaries (whose details are given on page 127) it should not be difficult to achieve the end.

We are in perfect agreement with the author on the following points:—

(1) The educational system of foreign countries will not suit us in toto, but suitable modifications have to be effected.

(2) The educational system not only of England should be studied but those obtaining in Germany, Italy, Japan and America and their good features should be also accepted.

(3) That full use should be made of modern scientific improvements and the educational possibilities of the movies and the talkies (and may we not add the radio as well) should be explored and availed of to the fullest extent.

(4) The obstacles that stand in the way of spread of women's education should be removed.

(5) The existing Museums should be reorganised and they be utilised as valuable adjuncts to schools as is being done in the children's museum at Brooklyn (New York).

But we cannot follow the author when he recommends the abolishing of many of the post-graduate departments of the Calcutta University and advocates throwing open all examinations to those who study the subjects at home. Sciences can never be studied at home. Moreover there is something in the personality of the teacher and social qualities cannot be effectively cultivated if home study becomes the rule.

A really thought-provoking book by a person of great experience.

S. K. Y.

1. *Love's Labour's Lost*: Edited by F. E. Budd; 2. *As You Like It*: Edited by Cicely Boas; 3. *King Henry VIII*: Edited by M. St. Clare Byrne; 4. *Richard III*: Edited by Lionel Aldred; 5. *Much Ado About Nothing*: Edited by F. E. Budd; in the Scholar's Library series. Published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 2sh. each.

These additions to the well-known series maintain the high reputation already established by the previous publications. The features common to the whole series are retained, i.e., notes, appendices, questions and essay subjects. Each play has a learned introduction which deserves to be studied carefully by students.

In the introduction to the *Love's Labour's Lost* the comparative unpopularity of the play is explained as being due to its being "essentially a topical piece, a fashionable satire of affectation current in the early 1590" and to the presence of innumerable verbal jokes and quibbles which, owing to the changes that have come about in the language itself, have become obscure and can be understood only with the help of learned annotations. The part of introduction dealing with the "speech fashions" in the play is particularly helpful.

*As You Like It* is one of the most popular of Shakespeare's comedies and there are few contentious points in the play to be elucidated in the introduction. The elements of improbability in the play are discussed and also the question whether the play itself is pastoral or is intended as a caricature of that variety of the drama. The study of characters is, as usual, very fine and suggestive and we particularly commend the study of Jaques's character wherein the author's motive for introducing this queer figure is discussed.

*King Henry VIII* affords ample scope for a learned introduction and it is fully availed of. The question of the authorship of the play is fully discussed. The casual remark of "the poet Laureate with a long black beard" is pitted against the intuitive remarks of "an equally famous poet with a short red beard", though no definite conclusion is arrived at and every student of the play is asked "to weigh the evidence and to come to what conclusion he may". The episodic nature of the play itself is analysed and due recognition is awarded to the intensely dramatic passages in the play.

The learned introduction to *Richard III* points out how the play is an early work as the highly artificial "stichomutic" passages of dialogue carried on in alternative lines and "Staccato-self-questionings" of Richard as contrasted with the tense and subdued soliloquies of Hamlet and Macbeth would show. Shakespeare's being under the influence of Marlowe though he outshines his master in his "profounder ethical and artistic instinct" and makes retribution the recurrent theme of the play is emphasised upon.

Historical sketch of the period, the various dates and events of the Wars of the Roses and a genealogical table explaining the relationship of the main characters add to the usefulness of the edition.

The introduction to the *Much Ado About Nothing* discusses how rather unpromising material of the original has been rendered at least plausible by the clever handling of the plot by Shakespeare and does justice to the new element introduced by him, namely, the characters Benedick Beatrice, Dogberry, Vergis and the Watch. There is an equally interesting note on the Comic spirit in the Play.

These additions keep up the high reputation earned by their predecessors in the very useful and popular series.

S. K. Y.

*Paradise Lost*. Books IX and X. By John Milton. Edited by Cyril Aldred; Published in the Scholar's Library by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 2sh.

The scholarly introduction makes it clear that the *Paradise Lost* is not to be taken as a great religious poem and that "it has never been an obstacle in the way of those who do not approach the poem for religious instruction." It is a great heroic poem though the author was somewhat reluctant to call it by that name lest the question should be raised as to who the hero of the poem is. The question, how-

ever, is deliberately raised by the editor and answered that not Adam but Satan is the hero; and this thesis is well established. Two notes on the life of Milton and the History of the Paradise Lost (which come after the critical appreciation of books IX and X and which might well have preceded that) are of great help to the average reader whose task is rendered easier by a synopsis of the story of books I to VIII. The text of the two books is followed by a brief resume of books XI and XII so that the student may have a general idea of the great epic as a whole. The notes are very helpful especially the charts and maps explaining Milton's Cosmology and Geography.

A very valuable addition to this extremely useful series.

S. K. Y.

**An English Course for Schools, First Book.** By M. Alderton Pink, M.A., Published by Messrs. Macmillan & Co., Ltd., St. Martin's St., London.

This book is intended for the English boys and girls of classes corresponding roughly to our III and IV forms. It follows the now popular method of creating interest in Synthesis and Composition before going on to Analysis and Grammar. Judging the book from the point of view of an Indian schoolmaster we are constrained to observe that the various parts of the book are not of the same easiness or difficulty. Part III for example, dealing with First Steps in Grammar would be pronounced to be too simple for the classes in our High Schools whereas Parts I and II may be studied with advantage by the freshmen of our colleges; and Part IV would occupy a middle position.

The above statement is based on the state of affairs in this Province and is by no means meant as a reflection upon the book. The book, as the author himself states, is intended for English children "in the first and second years of the normal Secondary School course" who, we are sure, would find this book a very helpful guide in their study of English.

1. **Prose of Yesterday.** Dickens to Galsworthy, selected by Guy Boas;
2. **Fact and Fiction.** selected by Cairncross;
3. **Quest & Conquest.** An Anthology of adventures; selected by E. V. Odle. Published by Messrs. Macmillan & Co., Ltd., St. Martin's St., London. Price 2sh. each.

These three additions to the well known Scholar's Library have a sort of family likeness and yet with a distinct individuality of their own.

Mr. Guy Boas is a confirmed admirer of the Victorian classics and he identifies himself with the swinging back of the pendulum to the Victorian masters as a reaction from the tendency to deery everything Victorian which characterised the present and post-war writers of the twentieth century. His reference to "that daily masterpiece" which we read at "the bidding of publishers, critics, and even the authors themselves in reverent wonder" ought to teach humility to critics and authors alike.

The selections are sufficiently representative, though one would like to see certain neglected departments of literature, like the Essay and Literary criticism, being given a place even at the cost of some of the proportionately numerous representatives of Fiction.

Fact and Fiction has been specially compiled to fulfil a long-felt want in Education, i.e. "to complete the unfinished character moulded by facts, and the

drug-addict shaped by fiction." Fact and Fiction are complementary to each other and where either of them alone is cultivated there is sure to be lopsided development. These selections are intended to help the young student who ceases to be a child and becomes a youth "when the mind is beginning to awaken to new wonders and the world." The extracts are classified under such main headings as "Myth and Fable," "Youth," "History," etc., and one is glad to find there are some passages grouped under "Wit and Humour." That is a department of literature whose appreciation should be cultivated at the adolescent stage, because Wit and Humour would enable youth to preserve balance and prevent his being obsessed by any section.

Quest and Conquest is intended for slightly older pupils who can sympathise with the adventure-mentality who would not be satisfied with the existing stock of human knowledge, but would defy obstacles and push, however little, further and further the frontiers of knowledge and win from Nescience more and more territories. This instinct for Quest and Conquest may be physical, over space, or spiritual over Ignorance. Hence extracts dealing with Travel and Discovery find a place by the side of those elucidating the Pioneering instinct and scientific enterprise.

The extracts are in the words of those who conducted the quest and effected the conquest and hence they reveal the individual personality of these heroes and pioneers.

These three volumes deserve to find a place in the library of every school where English is the medium of instruction.

S. K. Y.

**Literature Recitals.** A Pageant of English Literature. By Alys Mamour; published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 3sh.

According to the author of the book 'Literature Recitals' are designed to provide a new kind of entertainment, an original and interesting way of presenting and recapitulating English literature. There are 24 recitals with as many prominent sub-divisions and personalities of English literature arranged in the chronological order from the days of Roman occupation of Britain to the present machine age. Edmund Spenser, Shakespeare and Milton alone are given each a recital and all the others are included in recitals dealing with types or movements such as 'The Sonnet,' 'The Novel,' 'The Essay' or 'The Caroline Lyrists,' 'Eighteenth Century Poets and Playwrights,' 'The Romantic Poets' and so on.

Let us take one of these recitals for a closer study. Greek and Roman Myths standing at the very head of the list is as good as any other and may serve as a sample. First the Introducer announces the subject. Then the various speakers coming on the stage develop the theme and show how the wonderful literature of ancient Greeks and Romans introduced by the Roman soldiers when they occupied Britain has continued to be popular to our own days and Keat's famous sonnet on his first reading Chapman's Homer and extracts from Lamb's Ulysses, Tennyson's Lotus-Eaters, Hawthorne's version of the story of Hercules and Kingsley's Heroes are given and it is pointed out how we still use the names given to the stars by the Ancients and how our names of the days of the week and months of the year continue to be what the Greeks and the Romans gave them. There is appropriate music at intervals so that at the end of the recital any intelligent student who has

## THE SOUTH INDIAN TEACHER

been following the whole cannot help getting the impression that these ancient literatures have been a perennial source of inspiration to English literatures.

In the recital on the Essay for example, extracts are given from the Essays of Lamb, Hazlitt, Leigh Hunt, De Quincey and Arnold Bennett.

We agree with the author that "the Education provides the Entertainment and the Entertainment provides the Education, making the 'Literature Recitals' a practicable Education-Entertainment Scheme." The book is evidently intended for English children. In India the background necessary for appreciating the chronological presentation of English Literature is absent and hence the book can be recommended to the undergraduates of our Universities for study.

S. K. Y.

**The British Empire and Commonwealth.** By James A. Williamson; Published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price. 6sh.

The author has two books to his credit on more or less the same subject. "A Short History of British Expansion" in two volumes and "The Foundation and Growth of the British Empire" have already preceded this book. We are ready to take the assurance of the Publishers that this "book is in no sense an expansion or abridgment of its authors' earlier works, but is independently written."

There is no denying the fact that the story of the British Commonwealth of Nations from its humble origins to its present glorious condition of its having spread over the whole globe in such a way that the Sun never sets there, is a fascinating subject for a text book of History; especially so to a young citizen of the Empire who is proud of his ancestors who have toiled and moiled to build up this mighty structure. A citizen of the Indian Empire may not get so enthused over this mighty expansion and the story, so far as India is concerned, can certainly be told in two ways. The book under review tells it in the usual English fashion. To give one example, the author's holy horror as to what would have happened if Sedition had triumphed in India which General Dyer so effectively put down at Amritsar, is, to say the least comic. Such things apart, the story of the slow but steady growth of the Empire is described through its different stages and in different geographical areas, such as Canada, South Africa, Australia, etc., very lucidly and we have no doubt the book would be found to be very useful not only by those preparing the School Certificate Examination in England, but also by the average reader.

S. K. Y.

**Children's Every Day Science.** Books I to III suitable for Forms I to III respectively. Author and Publisher Mr. M. S. Subramanya Iyer, Teacher, Hindu Secondary School, Viravanallur.

Book I of this series was already noticed in these columns. Books II and III have been prepared on the same lines written in a simple and easy style, it is profusely illustrated with attractive illustrations. The author's treatment in such as to arouse and stimulate the pupils' power of observation and curiosity. As observed in the general instructions for teachers given along with the departmental syllabus in General Science for forms I to III. His is an attempt "to answer successfully the questions in the order what, how and why". Biographies of eminent scientists and the history of important discoveries are so written as to make

the pupils feel a thrill of joy and gratitude to great men and women who have helped in the onward march of science. The books are printed in bold type and encased in good cover. We are sure the book will secure the encouragement they richly deserve.

**The Coronation English Readers.** Primers Part I and II and Book I. Editor J. C. Rollo. Publishers. Messrs. B. G. Paul & Co., Madras. Price As. 3, As. 3, and As. 6 respectively.

These are three attractive English readers edited by the eminent educationist J. C. Rollo. They are intended for class, 3, 4, and 5 respectively. There are many readers in the field but we feel that this set is in refreshing contrast with almost all of them. The material and the order in the primers follow generally accepted principles and ample provision is made for the repetition of words and a clear grasp of concept of these words. The exercises given at the end of each lesson are a noteworthy feature of this series and as the editor remarks in his preface it is desirable for teachers to devise many new exercises on these lines. We would particularly commend to the teachers the suggestion contained in the preface that questions framed should be such as to involve action or dialogue or have some fun in them.

We are told and there is ample evidence that these books have been prepared by those actually teaching the lower classes and that the editor has very carefully revised them.

The illustrations are clear and fine. The printing is attractive. Children will surely feel a delight in reading these books.

S. N.

## EDITORIAL.

## EDUCATION IN INDIA (1931-35)

A more disquieting report than the one under review we have never had. At a time when the reforms are being ushered in, it is good that the Government of India should paint the picture of Education in India in such a way as to make the autonomous provinces know where they stand in the matter of education, the diagnosis of the causes for abnormally high percentage of illiteracy and what should be done to reduce the percentage. There is general agreement on all hands that Education in India is not what it ought to be. What are the causes? The report says,

"Provincial reports are unanimous in stating that but for the adverse financial condition the increase in enrolment would have been far greater." Bombay remarks "the present financial stringency prevents expansion of primary education." The Central Province report says "Growth has long since outstripped financial position . . . ."

But the inference which the report draws from the above observation is "All this gives point to the need for a better utilisation of the assets available. . . . The present system is wasteful and readjustment is essential." The readjustment contemplated seems to be merely a "re-allotment within the existing limits and a stricter control of money allotment." No one will doubt the wisdom of trying to get the maximum benefit for the money available to be spent on education. That policy should always be there. Public funds ought to be spent in directions producing the greatest good to the public. But such a policy should not ignore the imperative need for greater and more rapid expansion of primary education in view of the appalling percentage of illiteracy of our land. The greatest obstacle to progress in Education in all the provinces seem to be according to Mr. H. R. Harrop, Director of Public Instruction, U. P., the unwillingness of the finance committee to allow the larger demands made by the Education Department. As the authors of the Report on the Unemployment Committee, U. P., observe, "we should have thought that, having regard to the poorly developed economic life of these provinces, the urgency of any measure, calculated to add to the efficiency of the youth in rural areas would be allowed to prevail over certain other demands."

Mr. H. R. Harrop, commenting on the development of primary education in the U. P., says, "The whole development of education is hampered by lack of adequate funds. . . . I estimate that there are, in round figures some 18 lakhs of boys and some 30 lakhs of girls between

the ages of 6 and 11 for whom no education provision of any sort exists. I also think that *the existence of this uneducated mass constitutes a great, if not the greatest obstacle in the way of an increase of wealth per head of the population*, and this need for primary education is the biggest need of all. Funds for any large development in this direction cannot be found at present." \*

It is a sad comment to find in the report that the administration of education by local bodies left much to be desired and that "the volume of discontent against this avoidable mismanagement is steadily growing . . . the extreme irregularity in payment of salaries, the indiscriminate transfers which defeat the aim of education, the severe cuts in the salaries of teachers—the stoppage of increments and promotions, the imposition upon teachers of extra work bearing no relations to their real duties and other factors characteristic of maladministration of primary education have retarded expansion in all directions and created gloom and despondency in the minds of the teachers by whom the solid foundations of real progress must be built."

The real solution to our mind is the removal of this deplorable state of affairs. The teachers on whom the 'solid foundation of real progress must be built' have to be made not only contented but enthusiastic about their work. It is the duty of the Government to see to it that conditions of service are imposed if they are anxious to bring about any progress in Elementary education. We are glad that the Commissioner of Education with the Government of India has drawn pointed attention to this important question and we hope that the provincial governments will endeavour their best to remedy these outstanding defects. It is a good sign that all provinces are keenly alive to this need and are beginning to consider the question seriously.

One other important observation which the report makes on the cause for wastage in education is the existence of a large number of single teacher schools and inefficient small schools. The report states, "It will be seen that 57·5 per cent. of all the schools in British India are schools which have only one teacher. Some of them are full primary schools and it is obvious that it is an impossible task for one teacher to take five or sometimes six classes—the position being complicated by the existence in most of the schools two vernaculars. But the majority of single teacher schools are incomplete schools, that is, schools which break off before the class where literacy is attained. . . . These inefficient small schools are obviously useless schools from point of view of literacy—but they are worse than useless because they definitely pre-

vent the spread of literacy by deflecting the bulk of the funds from schools which do make a proper return. Little will be done to increase literacy until amalgamation and consolidation of schools and the *elimination of the incomplete schools and the single teacher schools* enables this money available to be spent on schools capable of making the proper return." This observation of the Commissioner requires careful study. It takes for granted that single teacher schools and incomplete schools are inefficient and that their existence constitutes the greatest obstacle to the progress of literacy. It does not seem to be based on a scientific investigation of the comparative results of single teacher and multi-teacher schools. Mr. R. M. Savur, Divisional Inspector of Schools, Guntur, writing in these columns has expressed the view that single teacher schools may be even more efficient if the teachers should adopt a proper method of teaching and if they should be given the necessary aid. He is also of the view that multi-teacher schools are in no way more efficient than many single teacher schools. Even the report refers to the multi-teacher schools and complete schools as schools that *can* make a proper return. The question is are they making a proper return. The cause for the slow growth is not the existence of these schools but the absence of adequate funds. The remedy suggested appears to be far worse than the disease. If these small schools constitute 57.5 per cent of the total number of Elementary schools, then it is clear that over 50 per cent. of the pupils reading in these schools will be deprived of any educational opportunity and it will result in a serious set-back in Elementary education. What is needed is a policy of free compulsory education which will increase the strength of all these incomplete schools and thus necessitate the appointment of more teachers. A very liberal financial provision has to be made to give effect to this scheme. In some of the newer countries, a policy of touring teachers of the week neighbouring villages and teach pupils there. A policy like prevailing in our country. A policy of consolidation and concentration may be adopted when we have succeeded in putting all boys of school-going age in schools. But the time is certainly not one of curtailment of educational facilities but a very liberal increase in the same.

#### VERNACULARISATION IN THE MODEL SCHOOL, SAIDAPET.

It is regrettable to learn that the authorities of the Model School, attached to the Teachers' College, Saidapet, have decided to give up teaching the non-language subjects in Tamil. Some years ago they made a similar half-hearted attempt but soon gave it up. When a second attempt was made in this direction, it was hoped that it will give a fillip

to teaching in the mother-tongue in the Secondary schools in the Tamil districts. The experiment while it would be useful to show that teaching in the mother-tongue would produce greater results than are being obtained by the use of English as the medium of instruction, was thought to be of great use in training graduate teachers in the use of the mother-tongue as the medium of instruction. We believe that the purpose of Government maintaining Model Schools is to conduct such experiments. Government schools are not worried over funds or pressure of public opinion and they have a greater measure of freedom to conduct under ideal conditions educational experiments. The decision of the authorities to give up Tamil as a medium of instruction in non-language subjects in the higher forms of the school is sure to make other school authorities who have been adopting the mother-tongue medium to consider seriously their position in the matter and we are afraid that this will create a great set-back in this very desirable reform. When all are agreed about the advantages of the mother-tongue as a medium of instruction, it is indeed a retrograde step which the Model school authorities seem to have taken. Unfortunately, there is yet time and we hope the Government taking the educational value of the experiment into consideration will reconsider their decision and order the continuance of the experiment.

#### A REQUEST TO OUR CORRESPONDENTS.

Very often Secretaries of District Teachers' Guilds and Associations send us newspaper cuttings of the proceedings of meetings. We would request them to give us the name of the newspaper or magazine and the date of publication. Last month, we published an account of the Benefit performance given by the Masters' Association, Hindu Theological High school, Madras in aid of the Madras Teachers' Guild Building Fund. Our attention has been drawn by the Editor of the Hindu Theological High School Magazine that the report published was a verbatim reproduction of the one published in that Magazine. If the correspondent had supplied us with that information, we would have acknowledged it. We trust in future, Secretaries of District Guilds and Teachers' Associations would kindly help us by supplying us with the necessary particulars.

#### OUR LOYAL GREETINGS.

As this number reaches the hands of our readers, the Coronation of Their Imperial Majesties, King George VI and Queen Elizabeth will be taking place and we take this opportunity to respectfully convey to Their Majesties our loyal greetings on the happy occasion and our sincere

prayers that this coronation year may be a source of great happiness and joy to all their subjects and the beginning of a long and glorious reign crowned by prosperity and contentment throughout the Empire. His Majesty has always been evincing a keen interest in the welfare of the youth of the Empire and we do hope that in His Majesty's reign, the wish of his illustrious and worthy father would bear fruit and that India would be ushered into a New Era of Universal, Free and Compulsory Education.

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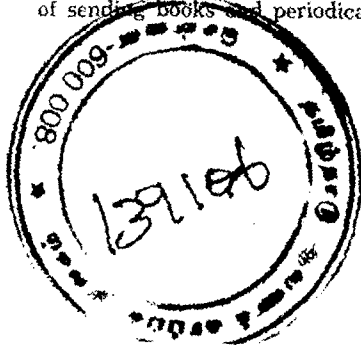
Adult education is important in view of the coming reforms. An indispensable adjunct for adult education is the Library and this will not be complete unless facilities are provided for adults to read. If only reading habits can be implanted in them by the establishment of Libraries, their education will solve itself.

To make the Institution serve its real purpose, a very large number of books and periodicals is needed, also almirahs to case them in. So far more than 2,200 books and periodicals have been very kindly presented by the generous hearted public including Dr. J. H. Cousins, Dr. Arundale, Mr. Paul Brunton, Major A. Chadwick, and Pandita Bhushana V. Subrahmanya Sastri, B.A., (Asst. Secretary to the Government of Mysore, Retd.) and three big glass almirahs have been kindly presented to the Institution by the Zamindar of Vettavalam, by the Teachers' Co-operative Society, Tiruvannamalai and M.R.Ry. Panjaksharam Chettiar of Tiruvannamalai and a strong fine teak-wood box by Maurice Frydman, Consulting and Electrical Engineer, Mysore Road, Bangalore. M.R.Ry. M. Shanmuga Mudaliar Avl., President, District Board, Tiruvannamalai, has promised to present to the Institution a glass almirah. My thanks are due to all these and to others who helped the cause.

At present the Library is located in the premises of the Victoria Higher Elementary School, Tiruvannamalai.

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